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**THIRTY-THIRD ANNUAL REPORT**

OF THE

**BOARD OF EDUCATION,**

OF THE CITY OF NEWARK

**FOR THE YEAR 1889.**

COMPRISING

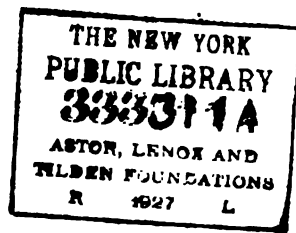
THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF  
THE CITY SUPERINTENDENT; REFERENCE AND STATIS-  
TICAL TABLES; THE RULES OF THE BOARD,  
AND REGULATIONS FOR THE SCHOOLS.

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NEWARK, N. J.:

L. J. HARDHAM, Printer and Binder, 243 & 245 Market Street.

1890.



73  
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PART I.

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REPORT OF THE BOARD OF EDUCATION.





# BOARD OF EDUCATION.

1890.

EDWARD GOELLER, *President.*

P. LYNDON BRYCE, *Secretary,*  
165 Eighth avenue.

ELWOOD I. SHURTS, *Ass't Secretary,*  
179 Walnut street.

WILLIAM N. BARRINGER, *City Superintendent,*  
1142A Broad street.

WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs,*  
265 Academy street.

## MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	{ JOHN P. CONTRELL,	Clark Thread Co.,	31 Burnet street.
	{ HENRY J. ANDERSON,	4 Orange place,	4 Orange place.
2d	{ CORNELL W. BRADLEY,	161 Broadway, N. Y.,	353 Plane street.
	{ BERNARD McNALLY,	62 Arlington street,	62 Arlington street.
3d	{ SAMUEL H. BALDWIN,	800 Broad street,	608 High street.
	{ S. ROSWELL WARD,	951 Broad street,	18 Court street.
4th	{ JAMES MCKINNEY,	U. S. Int. Rev. Dept.,	43 Clinton street.
	{ EDWARD GOELLER,	17 Centre Market,	41 Park street.
5th	{ LOUIS A. ZIEGLER,	800 Broad street,	135 Jefferson street.
	{ JAMES P. McKENNA,	233 N. J. R. R. avenue,	107 Bruen street.
6th	{ JOHN B. OELKERS,	24 & 26 Mechanic street,	49 Sterling street.
	{ JOHN BREUNIG,	270 Springfield avenue,	382 Springfield ave.
7th	{ DANIEL A. SULLIVAN,	803 Broad street,	262 Academy street.
	{ MATTHEW H. THORNTON,	23 Bruce street,	23 Bruce street.
8th	{ CHARLES F. BOND,	McKirgan Oil Co., ft. 3d av.,	83 Washington ave.
	{ JAMES A. BACKUS,	5 Jacob street, N. Y.,	291 Broad street.
9th	{ WILLIAM H. DOBBINS,	940 Broad street,	940 Broad street.
	{ JAMES F. BLESS,	173 N. J. R. R. avenue,	1082 Broad street.
10th	{ CHAS. H. ROBINSON, JR.,	150 South street,	150 South street.
	{ JOHN NIEDER,	Ave. C and Wright st ,	95 Garden street.
11th	{ GUSTAV EISELE,	43 Hunterdon street,	43 Hunterdon street.
	{ ANDREW W. BRAY,	740 Broad street,	29 Gould avenue.
12th	{ JOHN P. TUKBETT,	44 Madison street,	20 Downing street.
	{ HENRY C. KLEMM,	240 Market street,	163 Lafayette street.
13th	{ JOHN J. BERTRAM,	Waldmann's Opera House,	11 Quitman street.
	{ CHARLES F. HERR,	810 Broad street,	164 W. Kinney st.
14th	{ L. EUGENE HOLLISTER,	138 Clinton avenue,	138 Clinton avenue.
	{ JAMES L. HAYS,	749 Broad street,	104 Clinton avenue.
15th	{ ALFRED BAECHLIN,	266 M. & E. R. R. ave.,	327 Orange street.
	{ HUGH C. MARLEY,	788 Broad street,	18 Lock street.

## STANDING COMMITTEES.

1890.

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**FINANCE**—Robinson, Ward, McKenna, Contrell, Bradley, McKinney, Bond.

**ACCOUNTS**—Baechlin, Bertram, Bray.

**SCHOOL HOUSES**—Klemm, Baldwin, McKenna, Thornton, Backus, McKinney, Nieder.

**REPAIRS**—McKenna, Klemm, Eisele, Oelkers, Baldwin.

**HEATING**—Turbett, Bless, Oelkers, Sullivan, Bond.

**TEACHERS**—Hays, Robinson, Baldwin, Ziegler, Klemm, Oelkers, Sullivan.

**NORMAL AND TRAINING SCHOOL**—McKinney, Hollister, McNally, Marley, Nieder.

**HIGH SCHOOL**—Breunig, Hays, Dobbins, Ziegler, Herr.

**EVENING SCHOOLS**—Bless, Turbett, Thornton, Herr, Anderson.

**COLORED SCHOOL**—Bradley, Marley, Nieder, Backus, Contrell.

**INDUSTRIAL SCHOOLS**—Eisele, McNally, Marley.

**TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS**—Ziegler, Hays, Robinson, Dobbins, Breunig, Bertram, Baechlin.

**FURNITURE AND SUPPLIES**—Thornton, Ward, Turbett.

**SANITARY REGULATIONS**—Hollister, Bradley, Anderson.

**RULES AND LEGISLATION**—Bertram, Breunig, Sullivan, Baechlin, Bray.

# STATISTICAL RECORD

OF THE

## Board of Education of the City of Newark,

FOR THE YEARS 1889 AND 1890.

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NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE  
SERVED RESPECTIVELY.

JAMES L. HAYS.....1876-7-8-9-80-1-2-3-4-5 6-7-8-9-90  
EDWARD GOELLER....1878-9-80 1-2-3-4-5 6-7-8-9-90  
SAMUEL H. BALDWIN.....1881-2-3-4-5-6-7-8 9-90  
JOHN P. CONTRELL.....1884-5-9-90  
HENRY C. KLEMM.....1884 (2½ mos.)-5-6-7-8-9-90  
FAYETTE SMITH.....1886-7-8-9  
JAMES F. BLESS.....1886-7-8-9-90  
LOUIS A. ZIEGLER.....1886 (7½ mos.)-7-8-9-90  
WILLIAM H. DOBBINS.....1887-8-9-90  
CHARLES H. ROBINSON, JR.....1887-8 9-90  
GUSTAV EISELE.....1887-8-9-90  
KARL MEYER.....1888-9  
JAMES P. MCKENNA.....1888-9-90  
JOHN BREUNIG.....1888-9-90  
MATTHEW H. THORNTON.....1888-9-90  
JAMES A. BACKUS.....1888-9-90  
ELIAS P. ILIFF.....1888-9  
ANDREW W. BRAY.....1888-9-90  
WILLIAM GRAAH.....1888-9

JOHN KREITLER .....	1888-9
S. ROSWELL WARD.....	1888 (7 mos.)-9-90
JOHN P. TURBETT.....	1888 (5 mos.)-9-90
CORNELL W. BRADLEY.....	1889-90
JAMES MCKINNEY.....	1889-90
JOHN B. OELKERS.....	1889-90
DANIEL A. SULLIVAN.....	1889-90
CHARLES F. BOND.....	1889-90
JOHN J. BERTRAM.....	1889-90
L. EUGENE HOLLISTER.....	1889-90
ALFRED BAECHLIN.....	1889-90
HENRY J. ANDERSON.....	1890
BERNARD McNALLY.....	1890
JOHN NIEDER.....	1890
CHARLES F. HERR.....	1890
HUGH C. MARLEY.....	1890

#### PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....	1851-2-3-4
SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
FREDERICK W. RICORD .....	1867-8-9
EDWIN H. DAWSON.....	1870
WILLIAM A. WHITEHEAD.....	1871
L. SPENCER GOBLE .....	1872-3
SAMUEL A. FARRAND.....	1874
ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
EDWARD GOELLER.....	1884-1889-90
EDMUND L. JOY.....	1885-6 7
JAMES L. HAYS.....	1888

## SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....1851-2-3  
 FREDERICK W RICORD.....1854-5-6-7-8-9-60  
 GEO. B. SEARS, 1860-1-2-3-4-5-6-7 8-9-70-1-2-3-4-5-6-7 (8 mos.)  
 C. ALBERT STONELAKE..1877 (4 mos.)-8-9-80-1-2-3 (8½ mos.)  
 • GEORGE W. CASE.....1883 (3½ mos.)-4-5-6-7-8-9-90 (1 mos.)  
 P. L. BRYCE.....1890 (11½ mos.)

## CITY SUPERINTENDENTS OF PUBLIC SCHOOLS.

STEPHEN CONGAR.....1853-4-5-6-7-8-9  
 G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)  
 WM. N. BARRINGER..1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90

# REPORT

OF THE

## BOARD OF EDUCATION.

TO THE COMMON COUNCIL.

---

NEWARK, N. J., Feb. 28th, 1890.

*To the Honorable the Common Council of the City of  
Newark:*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1889:

### CURRENT EXPENSES.

#### RECEIPTS.

##### STATE.

Balance from 1888 .....		\$9,541 79
State Appropriation .. . . .	\$13,110 69	
State School Tax .....	301,151 34	
	<u>          </u>	\$314,262 03
		\$323,803 82

##### MUNICIPAL.

Balance from 1888 .....	\$1,853 50	
Tax Ordinance, 1889. \$101,415 00		
Interest on Bequest.. . . .	240 00	
	<u>          </u>	\$101,655 00
		\$103,508 50
Total .....		\$427,312 32

Amount brought forward ..... \$427,312 32

### EXPENDITURES.

#### STATE.

Teachers' Salaries..... \$319,708 61

#### MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, &c..... \$95,617 24  
\$415,325 85  
 Balance..... \$11,986 47

### EXPENDITURES IN DETAIL.

#### STATE.

	APPROPRIATION.	EXPENDITURES.	BALANCES.
Teachers' Salaries—			
Day Schools .....	\$311,478 82	\$308,262 99	\$3,215 83
Evening Schools.....	12,325 00	11,445 62	879 38
Totals.....	\$323,803 82	\$319,708 61	\$4,095 21

#### MUNICIPAL.

	APPROPRIATION.	EXPENDITURES.	BALANCES.
Officers' Salaries.....	\$10,050 00	\$10,033 28	\$16 72
Janitors' Salaries.....	24,000 00	23,642 23	357 77
Incidentals .....	1,000 00	846 09	153 91
Repairs .....	15,000 00	14,404 03	595 97
Text Books, Stationery and Printing.....	18,000 00	17,901 95	98 05
Furniture and Supplies..	8,700 00	8,690 92	9 08
Heating Apparatus.....	6,138 54	3,487 46	2,651 08
Fuel .....	11,000 00	8,330 84	2,669 16
Rents .....	2,600 00	2,468 77	131 23
Insurance .....	1,500 00	763 75	736 25
School Census.....	2,575 95	2,575 95	.....
Gas.....	1,444 01	1,444 01	.....
Water.....	1,500 00	1,027 96	472 04
Totals .....	\$103,508 50	\$95,617 24	\$7,891 26

## SCHOOL HOUSES AND SITES.

## RECEIPTS.

Balance from 1888.....	\$57,638 63	
Appropriation by Council, new boilers.....	\$6,000 00	
"Franklin" Fund (in part)	3,636 37	
For line fences.....	52 87	
	<u>          </u>	\$9,689 24
		<u>          </u> \$67,327 87

## APPROPRIATIONS.

Marshall Street School House.....	\$4,499 15	
South Tenth " ".....	10,400 00	
Thirteenth Avenue ".....	4,236 38	
"Franklin" ".....	34,599 36	
South Street ".....	129 50	
Hawkins Street ".....	4,465 45	
Miller Street ".....	803 03	
Hamburg Place ".....	900 00	
New boilers.....	6,000 00	
Lawrence Street School House.....	300 00	
Washington Street ".....	175 00	
Elliot Street ".....	175 00	
	<u>          </u>	\$66,682 87
Balance unappropriated.....	645 00	
	<u>          </u>	\$67,327 87

## APPROPRIATIONS AND EXPENDITURES.

## MARSHALL STREET SCHOOL HOUSE (ADDITION).

Balance from 1888.....	\$4,121 28	
Appropriation, 1889.....	377 87	
	<u>          </u>	\$4,499 15



Expended for mason work.....	\$1,843 00	
extra mason work....	245 85	
carpenter work.....	1,755 00	
extra carpenter work..	216 46	
painting work.....	100 00	
painting fences.....	55 00	
architect's fees.....	85 41	
cleaning .....	3 00	
slate back boards....	44 40	
grading .....	86 00	
	<hr/>	\$4,434 12
Balance.....		\$65 03

## SOUTH TENTH STREET SCHOOL HOUSE (ADDITION).

Balance from 1888.....	\$6,600 00	
Appropriation, 1889.....	3,800 00	
	<hr/>	\$10,400 00
Expended for mason work .....	\$3,304 00	
carpenter work.....	5,161 00	
painting work.....	325 00	
architect's fees.....	333 90	
new furniture..	1,008 00	
slate black boards....	112 42	
miscellaneous.....	116 94	
	<hr/>	\$10,361 26
Balance.....		\$38 74

## THIRTEENTH AVENUE SCHOOL HOUSE (COMPLETION).

Balance from 1888.....		\$4,236 38
Expended for extra mason work....	\$88 57	
extra painting work..	210 94	
extra plumbing work..	105 18	
iron fences.....	469 00	
architect's fees .....	395 88	
new furniture.....	1,068 00	
miscellaneous.....	169 84	
		<hr/>
		\$2,507 41
Balance.....		<hr/>
		\$1,728 97

## " FRANKLIN " SCHOOL HOUSE.

Balance from 1888.....	\$29,632 99	
Appropriation from "Franklin" Fund	3,636 37	
Appropriation, 1889.....	1,330 00	
		<hr/>
		\$34,599 36
Expended for mason work.....	\$9,756 00	
extra mason work....	1,317 38	
carpenter work.....	8,665 00	
extra carpenter work..	97 50	
painting work.....	674 00	
extra painting work..	27 36	
plumbing and gas fitting	572 00	
extra plumbing work..	112 00	
cut stone work.....	1,385 00	
architect's fees.....	651 98	
heating apparatus....	2,135 00	
water closets.....	3,133 00	
new furniture.....	1,229 40	
slate black boards....	49 15	
grading and filling....	630 62	
wood fence and stoops	112 26	

Expended for flagging work.....	\$1,261 69	
stone stoop.....	325 00	
iron fence.....	830 00	
extra iron work.....	57 00	
miscellaneous.....	260 34	
	<hr/>	\$33,281 68
Balance.....		\$1,317 68

## SOUTH STREET SCHOOL HOUSE.

Balance from 1888.....	\$129 50
------------------------	----------

## HAWKINS STREET SCHOOL HOUSE (COMPLETION).

Balance from 1888....		\$4,465 45
Expended for extra carpenter work.	\$183 12	
extra painting work..	212 34	
extra plumbing work.	85 12	
iron fences.....	359 00	
new furniture .....	1,068 00	
architect's fees.....	406 13	
miscellaneous.....	222 25	
	<hr/>	\$2,535 96
Balance.....		\$1,929 49

## MILLER STREET SCHOOL HOUSE (COMPLETION OF ADDITION).

Balance from 1888.....		\$803 03
Expended for carpenter work ..	\$459 09	
plumbing work.....	101 94	
miscellaneous.....	30 20	
	<hr/>	\$591 23
Balance.....		\$211 80

## HAMBURG PLACE SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1889.....	\$900 00
Expended for additional ground....	\$900 00

## NEW BOILERS.

Appropriation, 1889.....	\$6,000 00
Expended for Burnet Street School	
House.....	\$1,136 41
Newton Street School	
House.....	1,004 03
South Tenth Street	
School House.....	2,708 20
Lock Street School	
House.....	596 16
	<hr/>
	\$5,444 80
	<hr/>
Balance.....	\$555 20

## LAWRENCE STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1889.....	\$300 00
Expended for architect's fees.....	\$300 00

## WASHINGTON STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1889.....	\$175 00
Expended for architect's fees.....	\$175 00

## ELLIOT STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1889.....	\$175 00
Expended for architect's fees.....	\$175 00

## BALANCES TO 1890.

Marshall Street School House....	\$65 03
South Tenth Street School House.....	38 74
Thirteenth Avenue School House.....	1,728 97
" Franklin " School House.....	1,317 68
South Street School House.....	129 50
Hawkins Street School House....	1,929 49
Miller Street School House.....	211 80
New Boilers.....	555 20
Unappropriated ....	645 00
	<hr/>
	\$6,621 41

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1889.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal and Training—									
Normal Department.....	\$2,882 65	\$75 00	\$451 86	\$35 01	\$35 23	\$14 42	\$50 40	\$4 96	\$3,549 47
Training Department.....	5,910 99	545 00	191 65	245 04	246 57	94 15	83 00	34 61	7,331 01
High.....	25,063 20	786 00	2,097 30	20 47	228 86	134 36	803 40	142 79	29,270 32
High Annex.....	3,251 04	286 00	747 99	53 47	69 40	122 32	121 63	599 15	5,175 00
Burnet Street Grammar.....	6,978 64	411 48	304 83	11 25	121 03	430 94	233 19	77 54	8,656 90
Burnet Street Primary.....	4,489 85	368 52	148 86	8 43	90 77	323 23	174 86	58 15	5,662 73
Eagles Street Primary.....	735 76	72 00	1 57	.....	28 73	.....	4 72	120 15	963 23
State Street Primary.....	6,831 07	600 00	157 06	13 03	133 86	137 19	42 29	21 81	7,956 93
James Street Industrial.....	1,926 65	240 00	34 66	.....	94 00	15 15	28 83	200 90	2,535 19
Washington Street Grammar.....	7,762 84	514 32	530 29	34 61	160 42	311 17	316 17	109 27	9,799 09
Washington Street Primary.....	3,199 32	205 68	168 47	13 84	64 16	124 48	126 44	43 71	3,946 10
Marshall Street Primary.....	3,079 34	360 00	103 39	47 82	145 45	423 86	111 37	13 36	4,284 62
Lawrence Street Grammar.....	5,373 51	384 96	353 32	55 99	157 56	371 89	170 99	24 75	6,892 97
Lawrence Street Primary.....	3,664 64	275 04	131 05	30 99	112 54	265 61	122 12	17 70	4,628 69
Commerce Street Primary.....	3,583 00	360 00	96 16	38 66	192 45	282 69	28 68	23 59	4,559 53
Colored.....	3,060 86	300 00	163 63	22 04	59 50	31 57	27 99	5 99	3,622 52
Lafayette Street Grammar.....	4,449 02	260 04	446 26	83 02	69 61	313 74	139 31	14 52	5,775 52
Lafayette Street Primary.....	7,454 41	519 96	224 71	166 03	139 22	627 49	278 63	29 03	9,439 48
Newton Street Grammar.....	7,694 57	458 76	619 10	1 66	227 03	287 81	108 69	35 78	9,433 40
Newton Street Primary.....	5,205 37	321 24	158 88	1 16	158 02	201 43	76 08	25 03	6,128 11
South Tenth St. Intermediate.....	1,016 93	48 00	468 39	7 51	56 00	110 70	68 90	8 08	1,844 51
South Tenth Street Primary.....	7,014 04	592 00	210 50	32 54	224 00	469 30	488 11	51 90	9,091 39
Holland Street Primary.....	663 05	72 00	18 86	4 25	10 85	.....	10 23	90 00	875 24
Clarendon Street Primary.....	8,246 21	666 00	287 02	13 35	259 50	60 75	57 53	21 50	9,604 86
Thirteenth Avenue Primary.....	5,540 05	600 00	225 89	1 21	253 00	142 01	85 60	84 50	6,942 36
Wickliffe St. (Annex) Prim'y.....	246 86	40 00	55 27	9 99	34 95	351 99	55 41	47 85	842 26
Wickliffe Street Primary.....	4,237 55	486 00	78 39	40 80	102 01	416 86	161 11	17 81	5,534 56
Summer Avenue Grammar.....	8,035 24	462 84	486 00	25 15	256 66	153 90	40 74	54 40	9,514 96
Summer Avenue Primary.....	3,271 32	257 16	84 29	13 97	124 61	85 52	22 63	30 22	3,967 72
Summer Av. (Annex) Prim'y.....	931 17	120 00	16 13	.....	21 00	.....	30 52	153 75	1,272 57
Webster Street Grammar.....	3,502 68	330 00	456 60	243 22	112 03	144 31	121 49	12 33	4,922 74
Webster Street Primary.....	5,874 66	330 00	143 25	243 23	112 02	144 31	121 48	12 32	6,981 27

WALTON STREET Primary.....	5,818 50	114 45	13 50	69 03	87 43	41 58	24 30	6,708 91
Houston Street Primary.....	1,443 06	52 40	9 62	50 50	44 53	13 51	68 44	1,771 06
South Eighth St. Grammar...	6,599 51	347 05	75 26	240 29	661 38	172 95	99 96	8,537 88
South Eighth St. Primary....	4,144 81	87 34	56 44	196 21	496 03	199 73	22 45	5,425 53
Rosville Avenue Primary....	4,355 07	93 91	9 75	160 21	356 28	28 33	26 00	5,446 24
North Seventh Street Primary...	9,595 60	420 00	20 95	40 80	49 91	43 06	6 87	3,293 51
North Seventh Street Primary...	5,298 63	343 05	42 87	123 70	437 95	210 10	44 16	6,830 46
South Market Street Primary...	4,378 45	176 15	42 87	123 70	437 95	210 10	44 16	5,743 39
South Market Street Primary...	2,073 03	179 14	6 11	81 95	69 54	24 01	17 87	2,625 85
Hamburg Place Intermediate...	9,736 01	297 28	22 45	300 50	368 30	87 96	65 44	9,473 74
Hawkins Street Primary.....	3,110 32	333 39	46 54	186 00	87 28	154 05	49 63	4,447 22
Lower Street Industrial.....	1,043 74	29 38	.....	38 80	.....	5 90	200 90	1,318 72
Morton Street Grammar.....	6,659 19	473 42	96 05	144 87	343 80	143 23	19 81	8,167 77
Morton Street Grammar.....	7,194 78	264 72	164 65	248 38	589 38	245 49	33 99	9,263 99
Eighteenth Avenue Grammar...	3,100 47	567 82	49 48	82 36	138 26	35 07	10 19	4,203 09
Eighteenth Avenue Primary...	8,515 94	353 61	118 74	197 64	331 84	62 31	24 47	10,155 14
Eighteenth Av.(Annex)Primary	234 10	10 43	10 17	40 80	6 07	38 70	75 00	466 87
Monmouth Street Primary....	9,403 57	407 14	634 74	418 47	415 40	46 09	41 64	12,087 05
Miller Street Grammar.....	4,075 44	595 69	9 27	104 13	71 97	257 14	34 14	5,434 90
Miller Street Primary.....	5,271 90	139 11	12 35	138 84	95 95	342 87	45 52	6,429 42
Central Avenue Grammar.....	5,655 68	397 45	15 11	74 69	189 80	42 70	28 58	6,650 01
Central Avenue Primary.....	5,134 79	153 63	17 28	85 36	216 93	48 78	32 66	6,073 13
Lock Street Primary.....	2,825 70	49 61	.....	104 05	85 70	19 77	18 99	3,523 88
Lafayette Street Evening.....	1,713 75	79 58	.....	.....	.....	.....	210 96	2,074 79
Newton Street Evening.....	1,430 50	121 14	.....	.....	.....	.....	161 18	1,795 32
Webster Street Evening.....	1,484 25	92 30	.....	.....	.....	.....	187 75	1,819 80
South Market Street Evening...	1,827 50	89 85	.....	.....	.....	.....	206 01	2,193 36
Morton Street Evening.....	2,247 81	261 93	.....	.....	.....	.....	271 12	2,877 36
Central Avenue Evening.....	1,459 81	50 74	.....	.....	.....	.....	127 62	1,696 67
Evening Drawing.....	1,282 00	27 16	\$19 35	\$4 70	\$921 07	52 76	54 57	2,957 61
Newton Street Summer.....	366 98	18 60	.....	.....	.....	.....	.....	409 58
Wickliffe Street Summer.....	147 68	6 90	.....	.....	.....	.....	.....	163 58
Webster Street Summer.....	147 39	3 97	.....	.....	.....	.....	.....	160 36
South Street Summer.....	105 24	1 89	.....	.....	.....	.....	.....	113 13
Hamburg Place Summer.....	340 97	39 60	.....	.....	.....	.....	.....	404 57
Morton Street Summer.....	526 28	114 40	.....	.....	.....	50	.....	674 18

All of which is respectfully submitted,

P. L. BRYCE, *Secretary.*EDWARD GOELLER, *President.*

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**PART II.**

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**REPORT OF THE CITY SUPERINTENDENT.**



# REPORT.

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*To the Honorable the Board of Education of the City of Newark :*

GENTLEMEN—I herewith submit the Thirty-third Annual Report of the City Superintendent of Public Schools.

I shall endeavor as briefly as possible to present for your consideration, a full and detailed statement of the condition and progress of the public schools of the city.

The public school system has grown to its present proportions and efficiency through the intelligence and persistent efforts of the Board of Education, aided by a generous public and a corps of earnest and capable teachers. Many difficulties have been overcome. The public sentiment of the present time is heartily in favor of maintaining a vigorous system of public instruction. The conviction never was stronger than now that the masses should receive a thorough and practical education.

The Board seems fully awake to the rapid growth of our population, and is correspondingly desirous of providing for its increasing school needs. The public sentiment of the tax payers will approve liberal appropriations for the cause of public education.

The following table shows the school enumerations for 1888 and 1889, in each ward, the increase and decrease. This table is a very sure indication of where the urgent and growing school needs are.

As shown, the net increase for the year 1889, is 672. The Board must furnish from twelve to twenty classrooms per annum in order to meet the demand.

### SCHOOL ENUMERATION.

1889.....	51,519
1888.....	50,847
Increase.....	672

	1889.	1888.	Increase.	Decrease.
1st Ward.....	2,460	2,334	126	....
2d " .....	2,322	2,151	171	....
3d " .....	1,497	1,641	....	144
4th " .....	1,984	2,013	....	29
5th " .....	1,634	1,662	....	28
6th " .....	8,198	7,843	355	....
7th " .....	2,343	2,486	....	143
8th " .....	4,709	5,097	....	388
9th " .....	1,413	1,520	....	107
10th " .....	4,111	3,851	260	....
11th " .....	2,829	2,665	164	....
12th " .....	6,535	6,050	485	....
13th " .....	8,178	8,105	73	....
14th " .....	1,146	1,106	40	....
15th " .....	2,160	2,323	....	163
Total .....	51,519	50,847	1,674	1,002
Net increase.....			672	

By an examination of the foregoing table we note that the greatest increase is in the Twelfth Ward, viz., 485; the next, in the Sixth Ward, viz., 355. Of the fifteen wards, eight—first, second, sixth, tenth, eleventh, twelfth, thirteenth, fourteenth—show an increase of 1674, and

seven, viz.: third, fourth, fifth, seventh, eighth, ninth and fifteenth, show a decrease of 1,002, leaving, as before stated, a net increase of 672.

Enquiries frequently come to my office for information presented in the following tables :

The enumeration for 1889 of the children of different ages, from 5 to 18 in the different wards :

## ENUMERATION.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st .....	68	206	167	180	160	177	189	157	174	207	302	334	139	2,460
2d .....	185	206	183	189	188	185	182	185	168	180	152	146	173	2,322
3d .....	104	90	115	119	115	106	116	118	125	129	115	118	127	1,497
4th .....	149	165	204	180	174	160	166	133	136	114	131	121	151	1,984
5th .....	85	131	128	107	147	133	110	112	131	113	111	127	199	1,634
6th .....	1,059	686	709	679	591	603	541	599	568	537	523	510	593	8,198
7th .....	152	186	205	196	196	196	211	192	171	165	161	161	151	2,343
8th .....	259	491	390	401	374	343	376	327	345	354	356	345	348	4,709
9th .....	96	98	98	98	96	87	123	126	113	115	119	122	122	1,413
10th .....	302	329	296	337	352	328	324	351	320	294	276	253	349	4,111
11th .....	225	207	238	214	209	221	208	228	194	196	199	220	270	2,829
12th .....	613	675	520	508	499	524	413	459	432	445	409	425	613	6,535
13th .....	956	734	607	660	598	650	551	619	533	618	521	536	595	8,178
14th .....	76	80	90	96	90	91	77	77	86	96	93	90	104	1,146
15th .....	244	191	160	194	159	190	159	145	143	151	159	104	101	2,100
Totals.	4,573	4,475	4,110	4,158	3,948	3,994	3,746	3,828	3,639	3,714	3,627	3,672	4,035	51,519

ENUMERATION.  
NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.														TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18		
1st .....	4	26	34	46	42	45	59	34	55	62	64	60	19	550	
2d .....	38	49	48	51	38	37	45	39	39	39	18	22	18	481	
3d .....	2	7	6	13	17	11	9	13	14	18	13	4	2	129	
4th .....	71	3	..	..	1	13	18	15	20	35	78	109	141	504	
5th .....	28	32	39	43	46	57	33	46	38	41	30	39	31	503	
6th, .....	74	75	85	84	102	97	71	79	56	28	13	7	2	773	
7th .....	18	50	75	82	84	89	102	82	69	40	28	25	19	763	
8th .....	17	40	36	54	35	54	42	30	38	29	26	19	14	434	
9th .....	4	10	6	17	18	19	14	19	12	9	11	10	6	155	
10th .....	6	12	9	24	32	15	24	32	20	13	10	6	3	206	
11th .....	29	21	38	42	46	51	33	40	35	36	28	37	..	436	
12th. ....	64	213	166	210	177	216	137	177	144	68	26	1	..	1,599	
13th .....	68	80	95	148	147	162	150	134	60	44	19	10	10	1,127	
14th .....	3	..	4	8	4	10	4	4	5	5	3	3	6	59	
15th .....	23	22	27	23	20	19	11	14	14	10	18	6	5	212	
Totals.	449	640	668	845	809	895	752	758	619	477	385	358	276	7,931	

ENUMERATION.  
ALL OTHERS, EXCEPT NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st .....	64	180	133	134	118	132	130	123	119	145	238	274	120	1,910
2d .....	147	157	135	138	150	148	137	146	129	141	134	124	155	1,841
3d .....	102	83	109	106	98	95	107	105	111	111	102	114	125	1,368
4th .....	78	162	204	180	173	147	148	118	116	79	53	12	10	1,480
5th .....	57	99	89	64	101	76	77	66	93	72	81	88	168	1,131
6th .....	985	611	624	595	489	506	470	520	512	509	510	593	591	7,425
7th .....	134	136	130	114	112	107	109	110	102	125	133	136	132	1,580
8th .....	242	451	354	347	339	289	334	297	307	325	330	326	334	4,275
9th .....	92	88	92	81	78	68	109	107	101	106	108	112	116	1,258
10th .....	296	317	287	313	320	313	300	319	300	281	266	247	346	3,905
11th .....	196	186	200	172	163	170	175	188	159	160	171	183	270	2,393
12th .....	549	462	354	298	322	308	276	282	288	377	383	424	613	4,936
13th .....	888	654	512	512	451	488	401	485	473	574	502	526	585	7,051
14th .....	73	80	86	88	86	81	73	73	81	91	90	87	98	1,087
15th .....	221	169	133	171	139	171	148	131	129	141	141	158	96	1,948
Totals.	4,124	3,835	3,442	3,313	3,139	3,099	2,994	3,070	3,020	3,237	3,242	3,314	3,759	43,588



The number of school buildings in use during the year ending June, 1889, was 42, containing the following schools and departments:

Normal School.....	1
Training " .....	1
High " .....	2
Grammar Schools.....	16
Primary " .....	36
Industrial " .....	2
Colored " .....	1
Total.....	<u>59</u>

The number of evening schools in operation was 7; 6 for five months and 1 for six, viz: The Evening Drawing School in Upper Library Hall.

The official visits of members of the Board and the Superintendent are noted in the following tabulated statements:

Normal School.....	15
Training " .....	7
High " .....	34
Grammar Schools.....	374
Primary " .....	757
Industrial " .....	13
Colored School.....	15
Evening Schools.....	<u>54</u>
Total.....	1,269

During the same time the Superintendent made visits as follows :

Normal School.....	45
Training " .....	32
High " .....	69
Grammar Schools.....	265
Primary " .....	423
Industrial " .....	9
Colored School .....	9
Evening Schools .....	29
Total .....	<u>881</u>

The Superintendent during these visits examined the grade and quality of work done in the instruction of the classes, also inspected the condition of the rooms and premises generally.

The condition of the school premises was found generally satisfactory. Many of the Principals and class teachers are vigilant and careful concerning the condition of the buildings and grounds as regards the health and comfort of the pupils.

The frequent conferences held in the past with the Principals have been continued, with no diminution of interest and profit.

The readiness and willingness of all the teachers to co-operate with the Superintendent in all efforts for the advancement of the schools is deserving of commendation. No one hesitates, much less refuses to join efforts with him for the general good.

#### SCHOOL ACCOMMODATIONS.

As I have for several years given a full description of the various school buildings located in the different

wards, I deem it unnecessary to extend this article beyond moderate limits.

It has been stated several times in former reports that while in some localities the school provisions seem adequate, in others on account of long distances, unopened streets and unflagged side-walks the accommodations are sadly insufficient. These difficulties are being overcome and will eventually disappear.

The Council should furnish a liberal construction fund that the Board may not be delayed or crippled in providing school room for all the children of the city.

### SCHOOL BUILDINGS.

The Board now owns 37 buildings, distributed as follows :

1st Ward.....	2, containing 24 class rooms.				
*2d " .....	2, " 27 " "				
3d " .....	2, " 21 " "				
4th " .....	3, " 22 " "				
5th " .....	1, " 15 " "				
6th " .....	4, " 51 " "				
7th " .....	1, " 6 " "				
8th " .....	4, " 38 " "				
9th " .....	1, " 16 " "				
10th " .....	4, " 35 " "				
11th " .....	3, " 25 " "				
12th " .....	3, " 34 " "				
13th " .....	3, " 52 " "				
14th " .....	2, " 16 " "				
15th " .....	2, " 18 " "				
<hr/>					
Total.....	37,		400		

\* Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents 6 buildings, located as follows :

1st Ward	....	2, containing	4	class rooms.
2d "	.....	1, "	6	" "
6th "	.....	1, "	3	" "
12th "	.....	1, "	2	" "
13th "	.....	1, "	2	" "
Total.....		6,	17	

These 43 buildings contain 417 class rooms, with a seating capacity of about 22,000.

As stated last year we have in Lafayette Street, Newton Street, Eighteenth Avenue, one room each that will seat from 30 to 35 pupils. This gives 420 possible class rooms.

The Normal School now occupies two rooms in the Market Street Primary School building. These are entirely insufficient as to size and other conveniences absolutely needed by this important department of our school system. The needs of this school will be presented later in this report.

The High School building has been enlarged and utilized to the utmost limit of the lot, unless it may be thought well to add another story. It is doubtful, however, if the side walls will admit this.

The light in the rooms on the ground floor on the Washington street side is very poor. This can be readily remedied by an additional window in each room; a matter of not large expense nor difficult execution. I would urge that this be done as soon as practicable. Attention was called to this last year, the matter was examined into and pronounced feasible. Otherwise the house is in very fair condition. As has been several

times stated heretofore, the building cannot accommodate the pupils entitled to attend the High School.

The attention of the Board was called in the report for last year, to the excessive noise in Washington street caused by the cobble stone pavement. The Street Commissioner promised to call the attention of the Committee on Streets of the Council to the matter, but as yet nothing has been done. The street is now torn up for the purpose of laying a horse car track. It seems to me a good time to put down a noiseless pavement. I would ask the Board to take such steps as may be necessary to remove this annoyance.

The Annex building, viz., the O'Connor property on Washington street, was leased and the entire building fitted up for school purposes. At the opening of the school in September last six classes were comfortably provided for here. These classes numbered upwards of 200 pupils. The house is in fair condition and in all ways quite comfortable.

The necessity for a new and commodious building for the High School never was more apparent than at present. Something should be done in this direction very soon. The present building is much needed for the Normal and Training School; also to provide suitable accommodations for the Second Ward, which at present is suffering for want of better and more ample room.

By taking the present High School building for this purpose several questions can be solved: 1st. The High School can be provided with sufficient room; 2d. The Second Ward will be amply and satisfactorily accommodated; 3d. The needs of the Normal and Training School will be fully met and the school centrally and permanently located; 4th. An opportunity will be furnished for

giving better facilities to the Colored School ; if thought desirable, to use the present Second Ward house for this purpose.

All this can be accomplished by building one house. I earnestly urge the Board to give this suggestion serious consideration.

The Burnet Street house is probably now in the best condition for school work that it has been since it was built. The furniture is being replaced from year to year. The walls have been repainted and the premises generally put in excellent repair. A large horizontal boiler was put in last fall, which furnishes an abundance of steam. The house is now thoroughly warmed throughout without any urging or forcing of the heating arrangements. The Board does well in putting in heating apparatus of sufficient capacity to provide for the easy and abundant warming of all the class rooms.

The light in one of the rooms in the primary department on the east side of the building is very poor. This was caused by building a stairway, which interfered with the windows admitting light to that room. This serious defect should be remedied as soon as possible. The harm to the vision of the pupils must be apparent to all.

I think an addition of two rooms, at least, can be easily made to this building, either on the east or west side. There is plenty of ground room. All that is necessary is to overcome some architectural objections in the plan of the present building. This will do away with the annex room on Eagles street and decidedly improve the house. I would urge that the matter receive prompt attention with reference to such addition.

What was said last year in regard to the Annex on

Eagles street, is true now. Proper light and ventilation are the chief difficulties met with in these annex buildings.

The James Street building, occupied by the Industrial School, is in usual good order, with the exception of the privy vault adjoining the rear of the main building. The odor is very offensive and must be detrimental to the health of those in that part of the house. The matter was to be corrected by the owners of the property, but as yet nothing has been done.

In speaking of the High School I referred quite at length to the Market Street building, and said all that seems necessary in that connection. The premises are in good condition as to repair and sanitary provision, but entirely insufficient as to room. The Second Ward is entitled to larger school accommodations. I would refer to my remarks concerning this ward in last year's report.

The objection several times made to the arrangement, wardrobe accommodations, light and ventilation of the rear portion of the Washington Street house still holds good. The prospect now is that the necessary alterations will be made. When this is done this building will be one of the best in the city. The house is in as good condition as it can be with the present arrangements.

The improvements upon the Marshall Street property have rendered that school very comfortable. The house now contains six rooms, five of which are occupied. The new rooms are large, light and in every way well adapted to class instruction. When this building shall be fully reconstructed it will be a very convenient primary house.

The buildings for the Lawrence Street School district are in very good order. The objection made to the Washington Street house applies to Lawrence Street. The light and ventilation are very defective. The rooms

can be made excellent in every way by a re-arrangement, whereby the halls shall be placed in the centre and the class rooms on the outside. This will make them corner rooms, thus giving light and ventilation on two sides. When this is done the school will be, in every way, greatly benefited.

The Colored School house remains the same as last year, in fair condition but badly located. This school should have better facilities. A proper site should be procured and a suitable house provided for it.

The Lafayette Street house is in a very satisfactory condition in most respects. The steam pipes in a number of the rooms were re-arranged during the long vacation last summer. This has removed a cause of much complaint in the over-heating of some of the class rooms and the under-heating of others. New and improved furniture is put in from time to time, much to the satisfaction of pupils and teachers.

As stated in last report the house is not crowded and can easily give some relief to Hamburg Place district, by a re-adjustment of the boundary lines.

The excellent condition of all the buildings in the Sixth Ward is to be commended. There are now four large and well equipped houses in this ward, besides three very good rooms in the upper part of Wickliffe Street Chapel. Newton Street house contains seventeen rooms; Camden Street, twelve; South Tenth Street, fourteen, the principal's office making fifteen; Thirteenth Avenue, eight, the principal's office making nine—an aggregate, including Wickliffe Street Annex, of forty-six class rooms. All of these rooms are in satisfactory condition.

A new horizontal boiler has been put into Newton



Street building. This has removed all difficulty in thoroughly warming the house. The same style of boiler has also been put into South Tenth Street building. These buildings are now thoroughly warmed without trouble.

A number of desirable improvements have been made in the Wickliffe Street house. A door-way was cut through the wall between the main school room and the south hall, thus enabling the pupils to pass directly from the outer hall to the school room, instead of passing through two halls and an ante room before reaching the class rooms.

A room has been neatly fitted up on the ground floor for the use of the teachers. The side walls of the class rooms have been handsomely painted. The house is in a very comfortable condition.

If an adjoining site can be purchased, as it now seems probable, a very desirable house can be erected here. This ward is in need of larger school accommodations.

The school buildings in the Eighth Ward are among the most creditable in the city. The accommodations they afford are, however, practically exhausted. It was thought that the completion of the Franklin School would give relief for some time to come, but to the surprise of all the rooms were all filled at the opening of the school. When fully completed this house will contain sixteen rooms, and will be architecturally one of the finest in the State.

The rapid growth in Woodside will render it necessary, very soon, to enlarge the Elliot Street house. This can be readily done by carrying out in the main the plan already begun there. The lot is ample and finely located.

I still feel compelled to again call attention to the unfinished rooms on the top floor of the Summer Avenue

house. These rooms can be easily finished and fitted up for grammar grade classes. The grammar school accommodations in this school are entirely insufficient. I again urge this improvement.

The Chestnut Street house is in satisfactory condition in most respects. Some complaint has been made of the proximity of the water closets to the rear extension of the school building. This, however, can be remedied by care in flushing and draining.

The raising of the Miller Street School to a full grammar grade has relieved the Chestnut Street School from over pressure. There is no doubt but this house will be sufficient for some time to come. Some arrangement of the partitions between the front rooms of the second and third floors will greatly improve these floors. The rooms are now small and very poorly ventilated. Remove the cross partitions between these rooms and reduce the number of rooms on these floors from eight to six, and the health and comfort of the school will be greatly enhanced. Also each floor in the grammar department will have a good assembly room for the opening exercises and public occasions, which occur frequently. The number of class rooms under this arrangement will be fourteen, with a seating capacity of 840, as many as should ever be gathered under this roof. I would recommend that this change be made.

The school buildings of the Tenth Ward are generally in good condition. The difficulty in ventilating and lighting the rear rooms of Oliver Street house complained of heretofore, is not yet corrected.

All the rooms but one in the South Street house have been furnished and are now occupied. This section is

rapidly growing, and all the school accommodations will soon be exhausted.

Walnut Street building is over-crowded. The class rooms are altogether too small. This is a good locality and has a large fine lot, ample enough to admit of enlarging the house to at least ten rooms. This would accommodate six hundred pupils. I trust the Board will give early attention to this suggestion.

The school population has entirely outgrown the Houston Street house. A large number of pupils in this section are unable to gain admission to the school. The distance from other schools and bad streets render it impossible for these children to attend school. They are literally in the street. This is wrong; these people have no means or opportunities to educate their children, except the public schools. Provision should be made for them at once.

It is under contemplation to purchase a lot and erect a house somewhat on the plan of the Hawkins Street building, to be located in the neighborhood of Houston Street, to accommodate those portions of the Tenth and Twelfth Wards that are now practically cut off from school privileges by distance and unopened or unflagged streets. This is much needed and should be done as soon as practicable.

The Eleventh Ward School buildings are generally in good condition, though the steady increase in school population will soon make it necessary to increase the school room.

In the Twelfth Ward the Hawkins Street house has relieved the South Market Street School, so that the children of that district are very well accommodated.

Hawkins Street building contains eight rooms, five of

which are now occupied. This house is a fine one and gives excellent satisfaction to the school patrons in that neighborhood.

Hamburgh Place is likely to be very soon much pressed for room. The house under consideration near Houston street, will afford the needed relief here.

The Thirteenth Ward is under pressure again. The school buildings are all not only full but crowded, except Monmouth Street, which has one vacant room. This, however, will very soon be needed to meet the demands of the southern portion of the ward lying near Clinton avenue. Upon the opening of the schools last September, it was found necessary again to rent the annex rooms on the corner of Eighteenth avenue and Livingston streets. These were furnished and immediately filled with pupils. Over one hundred children are accommodated here.

Morton Street is taxed to the utmost. I would urge the recommendation made last year, that another site be procured at once in this ward, somewhere in the vicinity of Clinton Hill. The need here will be imperative before a building can be completed and furnished for use

The Miller Street house was decidedly improved by removing the central stairway leading to the upper floor, and converting the upper hall with the class rooms into a large and well arranged assembly room. This makes it possible at opening exercises and other special occasions to assemble the school and to some extent at least, accommodate visitors. The arrangement gives very great satisfaction to the school and its patrons.

Central Avenue and Lock Street buildings are in their usual good condition. The Lock Street house has received a new boiler, which has removed all cause of

complaint in the matter of warming. A large coal vault was put into Central Avenue building. These improvements have supplied a long standing need. More room will soon be needed in this district. As stated last year, the Lock Street house can easily be enlarged to eight or ten rooms. This will meet the demand for some years.

What I said last year in regard to the Clover Street house, still remains true :

"I feel compelled to again urge upon the Board, as was done last year, not only the importance but the necessity of securing at an early day large school sites in the outlying and rapidly growing portions of the city. This is a matter of economy and safety. The Board can select with reference to room, light, surroundings, etc. In all these localities provision should be made for large buildings—from fifteen to twenty rooms."

### SANITATION.

The Sanitary Committee of the Board during the early part of the year 1889, made a very careful examination of all the public school buildings and premises in the city. A number of days were spent in this inspection. The committee was patient and searching in its investigation. The points specially noted were the kind and efficiency of the heating apparatus. The temperature of the rooms, and its record; light and ventilation. Special note was made of the quantity and direction of the light furnished each room, the suitableness of the furniture as to size and physical comfort; the plumbing, sewer connections and drainage, etc.; the proximity of nuisances of any kind to the school premises. The water closets received severe attention. The chief objection

made to them was in some instances, want of room, insufficient supply of water, neglect of proper flushing by janitors, wooden floors which become very foul by absorption, the lack of sufficient light in a number of cases. The Committee was earnest in recommending that a better supply of water be furnished, and that stone or asphalt floors be substituted for the wooden ones ; and that the divisions or stalls in the boys' closets be removed.

The influence of these visits of the Sanitary Committee was decidedly beneficial upon those in charge of the school premises.

The basements—basement closets, cellars, sub-cellars, cess-pools and all inlets and outlets connected with the premises, were thoroughly inspected and overhauled.

I trust the practice so well introduced by this Committee will be continued by future committees on Sanitary Regulations. No committee of the Board comes so close to the health and general comfort of teachers and pupils.

What was said last year by the Superintendent in relation to contagious diseases, may be repeated again and with emphasis:

“ In this connection, I deem it proper to say a word in relation to contagious diseases. To prevent the spread of these is no easy matter. An arrangement has been in use for some years, whereby the Board of Health sends to the office of the Superintendent a list of all the cases reported by the physicians. These are at once sent to the principals, giving name, residence and disease. This works very well, with this exception: many of the notices reach the schools too late to be of any use. The Health Officer complains that he does not receive the

record promptly from the physician. If the schools can be informed without delay, protection from infectious diseases will be largely increased. This is a matter to which the Sanitary Committee should give attention."

I have taken the pains to secure from each principal a statement concerning the health of the teachers and pupils in the classes under his care, which will be found under the head of Physical Training.

### SCHOOL ARCHITECTURE.

The public sentiment of the present time is active and intelligent in relation to the construction of school buildings. Some twelve years ago—1878—in the Annual Report to the Board, I presented this subject quite fully and with much care. I shall venture to repeat some things then and there said. The reason for so doing is, that they are as important now as they were then :

- It seems to me that the purposes for which a school building is erected should determine its plan. I fear this is not always the case: too often I am sorry to say the shape of the lot, its narrow limits, or an unwise attempt to save a little expense in the first cost, and the desire, almost universal, to accommodate the greatest number in the smallest space, determine the plan and arrangement.

When we reflect that thousands of our children spend from ten to fourteen years in these rooms, and that, too, during the formative period, when more good or more harm may be done to body, mind and heart, than during any like period throughout life, it seems to me this subject cannot well be over-estimated.

The location should be as free from all objections, both physical and moral, as possible. No nuisances

affecting the moral or physical condition of the school should be tolerated for a moment.

I think some type of school building should be adopted for the city. At present we have no plan; every building is more or less an experiment, and almost as soon as completed a series of alterations is commenced to adapt it to school purposes. The roof leaks, the light is bad, the ventilation worse, and the heating apparatus works badly, or not at all, and the building cannot be warmed. The rooms are often too small; there is no proper provision for taking care of clothing; outhouses are frequently badly located, and are often entirely inadequate for the wants of the school, and in some cases there is no protection whatever for the pupils, while taking recess, during cold and stormy weather. I do not speak of these defects in a fault finding spirit, but that we may call to mind the many things that need serious consideration in the construction and equipment of a school-house.

Warming, ventilating, supplying with light and furnishing school buildings, should, in my judgment, receive at the hands of those entrusted with this responsible duty, the most careful and intelligent consideration.

Steam seems to be the accepted method of heating public buildings. There are three ways in use of distributing the steam or heat after its generation; first, by coils or stacks of pipes distributed around the room; second, by coils or stacks of pipes placed in air chambers, from which the heated air is distributed to the various rooms by hot air registers; third, a combination of the first and second. The first named method is the more economical and the one used mainly in our schools. The chief and pretty much the only objection to it is, that it



uses over and over again the same air, which is a very serious matter where the room is small, and as is generally the case, crowded with pupils and little or no provision made for changing the air of the room. The combination method, is, in my opinion, the proper one to use. The direct radiation should be sufficient to warm the room independent of the indirect principle, which should be relied upon to furnish thorough ventilation. Where this combination is used good results are obtained. I think with these facts before us the necessity for some means that shall promptly and rapidly ventilate our school rooms is apparent.

Light, its quantity, direction and distribution, is no less important than are the warming and ventilation. In setting forth the importance of this matter I need only to direct attention to several of our school buildings where, by the improper location of the windows and the arrangement of the rooms, the pupils or the teachers, and sometimes both, are inconvenienced, and in some cases, as is known to members of the Board, seriously injured. Time nor space will permit me to extend these remarks upon this particular part of school architecture, but it seems to me of sufficient importance to demand more attention than it has received in the past.

In regard to ventilation, I will only say here that in some of our buildings no proper or adequate provision is made for it. In some rooms unfavorably located the air is very impure during nearly the entire session; in others the means provided are improperly used or not at all. I am, however, able to say that better attention is given in this direction than heretofore, and that it will not be long before all the facilities we have will be used wisely and to the best advantage.

The question undoubtedly will arise:—How shall these difficulties and defects be removed? Why talk about them if we cannot remove them or avoid them?

It will no doubt require some time and patience to correct these faults in the buildings already in use, but it seems to me that it will be wisdom on our part, in so far as is possible, to see well to it that the errors of the past are not repeated in the future. We should profit by experience. Without intending any disrespect to the class named, I will venture to make a statement, and I do it with respectful deference. Architects as a general rule are not thoroughly informed as to the physiological, moral and intellectual needs of our pupils in the school room; the very things of all others for which wise and ample provision should be made.

There are four types or general plans of school buildings now in use throughout the country. I have reference to the division into halls and class rooms, with all their arrangements.

The first I will notice is the combination of audience and class rooms on the same floor. Its object is economy through its utility. Several rooms by means of sliding doors or sashes can be converted into an assembly hall for special school exercises or public occasions. It has some apparent advantages in this direction. This is the plan that prevails in our city. The City of Brooklyn has used it largely in the past, but is now, I understand, changing it. There are a number of objections to it; I shall take time and space here to note only two of them.

First. The attempt to convert a hall or an audience room into a set of class rooms, or a set of class rooms into a hall, generally fails to satisfy either purpose. The object of the hall is largely destroyed, and the use

of the class rooms is seriously interfered with by the attempt.

Second. The plan requires that the pupils all face in the same direction, that they may be supervised or addressed from the general platform as a public audience; this usually renders it impossible to properly distribute the light, locate the blackboards and distribute the steam pipes, matters of the first importance in a study and recitation room; but most likely would be of small moment in a hall in which no study or class exercises take place.

The second is the independent class room with a large hall in the upper story for public occasions and the occasional assembling of the school. This is the Boston plan, and the one generally prevailing in our large eastern cities. Each class is an independent school, with all the appurtenances necessary for its instruction and management. This plan costs more than the first named, but its advantages are many and marked. Among the most prominent of these is this: that less general work is done, but more individual effort is secured, in my opinion, to the very great advantage of the pupil. One of the most serious defects in our systems and methods of instruction, is the tendency to mass rather than individualize.

The third plan is the large assembly room with class rooms adjoining; pupils assemble in the main hall, pass to the class rooms, and at stated times during the day re-assemble in the main room. This plan is still in quite general use in villages and country towns. It has some advantages, but many drawbacks; chief among these may be named, loss of time in the frequent changes from room to room, and the more or less interference with the

personal influence and moulding power of the teacher upon the conduct and character of his pupils.

The fourth is a combination, or rather modification of the independent class room and audience room plans, by means of sliding doors or sashes. The building is constructed with a broad passage hall running through the centre from end to end, or from side to side. This hall-way is one of the most important and valuable features in the building; of its many advantages, the following only can be named here. It makes the ventilation easy and thorough; it avoids the necessity of interrupting the classes by passing through them in attending to the various calls and wants of the school. In case of an alarm or panic there is very little danger of a blockade. The evolutions and various movements of the school, during recess and dismissal are greatly aided by it. Two rooms can be thrown together by sliding doors, which are solid, and usually hung at the top.

This plan secures all the advantages of the separate class room and also retains, so far as is profitable, the desirable features of the audience room. I am satisfied we endeavor to conduct too many of our exercises with a crowd.

In regard to the furnishing of our school building, I have but a few words to say here, and those in the form of suggestions. I call attention to the matter now, as it should be considered when the building is planned.

I know of no improvement that would aid so much in every direction in the work and results of the school as the substitution of single desks for the double ones now in use. I would earnestly recommend that all rooms hereafter furnished, be seated with single desks. The advantages are very many, the limits of this report will

permit me to name only one or two. A large portion of the discipline now necessary will be avoided, as each pupil sits by himself and is thus removed from most of the temptations that so often overcome him. The pupil will have a better supply of light and pure air, and he will have more breathing space; he will be more accessible to the teacher, and the teacher will be more accessible to him. Many, if not all, the social difficulties that are sometimes so perplexing and annoying to teachers and parents will be removed from the school room.

Too much care cannot be exercised in adjusting the size of desk, height of seat from the floor, and the adjustment of the form of the back and seat to the physiological needs of the pupil. I ask the attention of the Committee on School Houses and through it the Board of Education, to the foregoing suggestions.

#### ATTENDANCE.

Day Schools .....	24,548
Evening Schools.....	2,944
Total ... ..	27,492

The following table shows the enrollment, attendance, &c., in the different schools, from September, 1888, to September, 1889:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent of Attendance.
Normal School.....	48	43	40	93.
High " .....	840	700	644	92.
Grammar Schools....	5,514	4,683	4,323	92.3
Primary " ...	17,506	12,861	11,264	87.5
Industrial " ...	435	244	205	84.
Colored School.....	205	149	126	84.5
Total .....	24,548	18,680	16,602	88.8

The following table shows the increase or decrease in the different schools for the year 1889 over the year 1888 :

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase	Decrease.	Increase.	Decrease.
Normal School...	13	..	10	..	9	..
High " ...	23	..	..	20	..	3
Grammar Schools	441	..	321	..	370	..
Primary "	869	..	594	..	532	..
Industrial "	25	..	10	..	9	..
Colored School..	..	37	..	8	..	2
Total.....	1,371	37	935	28	920	5
Net increase	1,334	..	907	.	915	..

Of the 24,548 enrolled for the year,

991	were between.....	5	and 6 years of age.
3,094	" " .....	6	" 7 " "
3,068	" " .....	7	" 8 " "
2,909	" " .....	8	" 9 " "
2,888	" " .....	9	" 10 " "
2,834	" " .....	10	" 11 " "
2,636	" " .....	11	" 12 " "
2,339	" " .....	12	" 13 " "
1,768	" " .....	13	" 14 " "
1,028	" " .....	14	" 15 " "
544	" " .....	15	" 16 " "
255	" " .....	16	" 17 " "
112	" " .....	17	" 18 " "
82	" over .....	18	" " "
<hr/>			
24,548			

The study of the foregoing emphasizes the fact many times noted in these reports to the Board, that the school attendance for the great body of children practically closes at from 12 to 14. A faithful and rigid

enforcement of the Compulsory School Law will without doubt change this for the better.

Number of children attending private schools ; census, 1889 :

1st Ward .....	550
2d " .....	481
3d " .....	129
4th " .....	504
5th " .....	503
6th " .....	773
7th " .....	763
8th " .....	434
9th " .....	155
10th " .....	206
11th " .....	436
12th " .....	1,599
13th " .....	1,127
14th " .....	59
15th " .....	212
Total.....	7,931

Much pains has been taken to obtain a correct statement of the number of pupils attending the private schools of the city. The foregoing is not far from correct.

The following shows in convenient form the variation in attendance of the pupils of the respective ages for 1888 and 1889:

1888.	1889.	Increase. Decrease.	
1,103	991 were between 5 and 6 years of age....	..	112
2,746	3,094 " " 6 " 7 " " ....	348	..
2,902	3,068 " " 7 " 8 " " ....	166	..
2,816	2,909 " " 8 " 9 " " ....	93	..
2,628	2,888 " " 9 " 10 " " ....	260	..
2,702	2,834 " " 10 " 11 " " ....	132	..
2,477	2,634 " " 11 " 12 " " ....	157	..
2,258	2,339 " " 12 " 13 " " ....	81	..
1,620	1,768 " " 13 " 14 " " ....	148	..
981	1,028 " " 14 " 15 " " ....	47	..
537	544 " " 15 " 16 " " ....	7	..
242	255 " " 16 " 17 " " ....	13	..
123	112 " " 17 " 18 " " ....	..	11
77	82 " over 18 " " ...	5	..
23,214	24,548	1,457	123
Net increase.....		1,334	

### TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1889, are shown in the following table :

	Male.	Female.	Total.
Normal School.....	..	1	1
High School.....	8	14	22
Grammar Schools.....	17	107	124
Primary Schools.....	6	257	263
Industrial Schools.....	..	5	5
Colored School.....	1	3	4
Special Teachers.....	2	1	3
Total.....	34	388	422
June, 1888.....	31	367	398
Increase....	3	21	24



The following are the changes of note that occurred among the teachers during the past year :

Mr. Wm. M. Giffin, who resigned the principalship of the Lawrence Street School to take the position of Vice-Principal of the Cook County Normal School, Illinois. Mr. Giffin had served the schools of Newark since 1873, a period of sixteen years ; first as Principal of the school in Woodside, then as Principal of the South Tenth Street School, from which he was transferred to the Training School, Market street, January 1, 1880, and from there to the principalship of the Lawrence and Commerce Streets Schools, April 1, 1882. In all these positions he rendered the most efficient service. He was studious, inventive and progressive in all his methods and work. In his present field of work he will without doubt take such rank as will be creditable to his industry and ability.

In accepting his resignation the Board unanimously adopted the following :

*Resolved*, That the Board, in accepting the resignation of Mr. Wm. M. Giffin, as Principal of the Lawrence Street and Commerce Street Schools, expresses its regret, tenders its thanks for his faithful services, accepts with satisfaction the manner in which he has discharged his duties and congratulates him upon his promotion, wishing him great success in his new position as Vice-Principal of Cook County Normal School, Illinois.

*Resolved*, That this resolution be entered upon the minutes and a copy of the same transmitted to Mr. Giffin by the Secretary of the Board.

Mrs. Mary A. Mershon resigned as Principal of the Wickliffe Street School, June 28, 1889. She filled with much success the responsible position of class teacher

and principal for twenty years. Always faithful and kind in her intercourse with her teachers and pupils, she won their confidence and respect.

In accepting her resignation the Board adopted the following:

*Resolved*, That the Board in accepting the resignation of Mrs. Mary A. Mershon, Principal of Wickliffe Street Primary School, hereby expresses its thanks for her long and faithful services, and tenders its good wishes for her continued prosperity.

*Resolved*, That this resolution be entered upon the minutes and a copy thereof transmitted to Mrs. Mershon.

In both of these cases appropriate resolutions, expressive of the high esteem and confidence of the principals and teachers, were adopted by the Principals' Association and the Teachers' Institute.

Mr. H. T. Dawson resigned the position of teacher of Mathematics in the Male Department of the High School, March 2, 1889. Mr. A. S. Downing of Palmyra, N. Y., was unanimously appointed by the Board to fill the vacancy caused by the resignation of Mr. Dawson.

Mr. H. S. Anderson was transferred from the principalship of the Camden Street School to the same position in the Lawrence Street School; Mr. J. L. Terwilliger, from the principalship of South Street School to position of principal of Camden Street School; Mr. T. T. Collard, from the principalship of the Training School to the principalship of the Franklin School; Miss Ann E. Sayre, from the Grammar Department of the Newton Street School to the principalship of the Wickliffe Street Primary School; Miss Alice M. Fletcher, from the vice-principalship of Primary Department of Central Avenue School to same position in Grammar Department

of South Tenth Street Intermediate School; Miss M. Ida Dean, from Grammar Department of Central Avenue School to position of vice-principal of Primary Department of same school; Mr. Joseph A. Hallock, from the principalship of Webster Street Intermediate School to same position of Webster Street Grammar School; Mr. J. Wilmer Kennedy, from the principalship of Miller Street Intermediate School to the position of principal of Miller Street Grammar School; Mr. H. J. Dougherty, from the principalship of Eighteenth Avenue Intermediate School to the principalship of the Eighteenth Avenue Grammar School. All these transfers took effect September 1, 1889, except Principal Dougherty, which dates from November 1, 1889.

Mr. Lewis W. Thurber, from Paterson schools, was appointed as principal of South Street School; Mr. K. S. Blake, as principal of the Normal and Training School. At the time of his appointment Mr. Blake was in charge of the schools of Harrison, Ohio. Both these gentlemen give promise of excellent success. Miss Marie Büttner, of Monticello Seminary, was appointed teacher of German in the High School. She entered upon her work at the opening of the school in September last. She has shown much vigor and skill in conducting this department in the High School.

No deaths occurred among the teachers during the year closing September 1, 1889.

The deep interest on the part of the teachers as a body continues. This is clearly evidenced by the efforts of large numbers to improve their professional attainments. Many belong to the New Jersey Teachers' Reading Circle, and over three hundred joined the State Teachers' Association and others still continue their

attendance upon the lectures given for the instruction of teachers in the New York University every Saturday. All this is highly commendable and will certainly stand to the credit of the teachers of Newark.

I feel that the Board of Education realizes and approves these efforts of its teachers to advance their own efficiency and thereby enhance the best interests of sound education in our city.

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### OBITUARY.

A sad calamity occurred February 22, 1890, resulting in the death of Miss Mary E. Tyler, of Grammar Department of Lawrence Street School, and Miss Carrie E. Tyler, of Primary Department of Summer Avenue School.

The young ladies were enjoying a carriage ride, the horses became frightened and for a moment seemed unmanageable by the driver. During this moment of uncertainty, the ladies losing their presence of mind and self-control, jumped from the carriage with the result noted above.

The sisters were among the most devoted and successful teachers in the employ of the Board. They were beloved by their pupils and associates, and universally esteemed by the Board of Education and the community at large. In their sad death the schools and the teachers of Newark have sustained an irreparable loss.

The President of the Board directed that the Lawrence Street and Summer Avenue Schools be closed during the afternoon of the funeral; also extended to the members of the Board of Education an invitation to attend the funeral.

Without doubt appropriate resolutions will be adopted by the Teachers' Institute at its next meeting.

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## PRIMARY SCHOOLS.

Number of distinct primary schools.....	23
Number of classes in same.....	127
Increase over last year.....	4
Number of primary departments in grammar school buildings .....	17
Number of classes in same.....	127
Increase over last year.....	6
Total number of primary classes.....	254
Total increase of primary classes for the year...	10

These classes contained in the enrollment, 17,724; in the average enrollment, 12,904; average per teacher on the enrollment, 69.7; average per teacher on the average enrollment, 50.8.

The steady growth and elevation that have characterized these schools for years past continue.

The influence of the Normal School in the better training of the teacher is no where more clearly indicated than in these primary schools. The strength and influence of elementary instruction and training determine in a large measure the character and quality of the work possible in the Grammar and High School and even in the University. The necessity of a good foundation in the educational is the same as in any physical structure.

There is a laudable ambition on the part of most of the teachers to discipline the pupils without resort to harsh measures. Also a steady decline in the use of corporal punishment, with no loss on the part of good government.

Better teaching power is sure to bring larger results in all directions. The course of study is more fully mas-

tered now, I think, than ever before in the history of these schools.

The quantity of work done, or the ground covered, is not so much a matter for concern as the quality of this work. It is here that the habits of clear perception and clear thinking, the plan and method of work that will most likely govern the pupil in all his future efforts, are initiated and well grounded. Time spent here is time well used if the pupil is under the guidance of wise and thoroughly competent teachers.

All the tests and examinations required by the Regulations of the Board were applied, and with satisfactory results. I consider the primary schools, with few exceptions, in a creditable condition.

The objective work under the form of models, paper folding, cutting, clay modeling, drawing, etc., introduced and most ably supervised by Miss Fawcett is, in my judgment, a feature in our primary course of fundamental importance and deserving of the highest commendation. This is practically the foundation of true manual training.

### GRAMMAR SCHOOLS.

With a good elementary preparation in the primary classes the grammar school course is not only easily accomplished but becomes in reality the most pleasant and interesting work in the curriculum of the schools.

The course of study for this grade of our public school work is fairly well adjusted to these grades. The course, as all know, covers four years, and I think, with good teaching, diligence on the part of the pupils, and a proper elimination of all non-essentials, the course can be well accomplished in the prescribed time. Of course

a good preparation for this grammar school work must be made in the primary school; and it is here, if found necessary, that I would extend the time.

I consider these schools in good condition, doing sound, healthy work.

The following tabulated statement shows the schools doing grammar school work, number of classes in each, and the average enrollment, the average attendance, and the number of pupils per class for the year.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils per Class.
Burnet Street.....	8	363	348	45
Washington Street.....	9	367	334	41
Lawrence ".....	7	282	258	40
Colored .....	1	42	37	42
Lafayette Street .....	5	224	204	45
Newton ".....	9	404	378	45
Camden ".....	2	102	93	51
Summer Avenue.....	9	441	411	49
Webster Street.....	4	194	179	49
Elliot ".....	1	47	41	47
Chestnut ".....	10	429	393	43
Oliver ".....	9	406	373	45
South ".....	1	40	36	40
South 8th ".....	8	329	304	41
North 7th ".....	1	23	21	23
South Market Street.....	6	209	195	35
Hamburg Place.....	2	112	103	56
Morton Street.....	8	348	320	44
Eighteenth Avenue.....	3	114	105	38
Monmouth Street....	2	96	86	48
Miller ".....	4	160	145	40
Central Avenue.....	7	301	273	43
Total.....	116	5,033	4,637	43



The required examinations took place in the High School building June 18th and 20th, and were conducted by the Superintendent under the direction of the Committee on Examinations. The examinations were fair and impartial in all respects.

The number of applicants was 712; girls, 401; boys, 311; an increase of 88 over last year. The number graduated, 685; girls, 387; boys, 298; an increase of 142 over last year. Of the number graduated, 371 were admitted by "Honorary Graduation": girls, 243; boys, 128; and 314 by examination: girls, 144; boys, 170. The number rejected, 27; girls, 14; boys, 13.

Of the 712 applicants 96.2 per cent. were admitted, and only 3.8 per cent rejected.

The pupils were tested upon the following questions:

#### GRAMMAR.

1. Using from 25 to 30 lines, write a composition upon one of the following subjects:

- (a) The Johnstown calamity.
- (b) The study of history.
- (c) One of your own choosing.

*The teacher in judging the composition will note the following points:*

- (a) *Character of thought.* (b) *Clearness of expression.*
- (c) *Capitals, punctuation, spelling and paragraphing.*
- (d) *Neatness and arrangement.*

2. Select from your composition the following:

- (a) A modified subject, naming the modifiers.
- (b) A modified predicate, naming the modifiers.
- (c) A phrase. Give its principal word, and tell what the phrase modifies.
- (d) A clause. Designate whether it be dependent or independent, adjective or adverbial.

3. Define the following : A modifier, a phrase, a dependent clause, an independent clause.

4. In sentences of your own construction illustrate the use of the forms defined in the third question.

5. Define and illustrate in a paragraph of six or eight lines the following classes of sentences :

Declarative, interrogative, imperative and exclamatory.

6. Analyze the following :

“ The *day is done*, and the darkness  
*Falls* from the *wings* of night,  
*As* a feather is wafted *downward*  
 From an eagle in his flight.”

Parse the italicized words.

7. What is tense ? In the following select all the words to which the modification of tense belongs, and name the tense used :

“ Whether we look or whether we listen,  
 We hear life murmur or see it glisten ;  
 Every clod feels a stir of might,  
 An instinct within it which reaches and towers,  
 And groping blindly above it for light,  
 Climbs to a soul in grass and flowers.”

8. Write a letter of application for such a position as you would like. Be careful as to arrangement, penmanship, paragraphing, punctuation, spelling, etc. Sign, Henry Anon.

#### HISTORY.

1. Give some account of what the people of Europe knew concerning the lands on this side of the Atlantic previous to Columbus' discovery ; about Columbus in Portugal ; in Spain ; on his voyage ; after his return from his first voyage.

2. Give an account how Jamestown was settled ; also of the early troubles it encountered and how it finally succeeded.

3. Give an account of the coming of the Pilgrims ; where they settled ; the difficulties they encountered ; their success.
4. Tell about the gift and sale of New Jersey ; its division ; the settlement of East Jersey by the Scotch, Quakers, New Englanders, William Penn and his colony.
5. Name the four wars with the French during the colonial times. Give an account of Braddock's defeat.
6. Describe the causes that lead to the Revolutionary War. Give an account of the adoption of the Declaration of Independence ; the siege of Yorktown.
7. When was the Federal Constitution adopted ? Name and define the three departments of the Government under this Constitution.
8. Give a brief account of Generals Harmar, St. Clair and Wayne's expeditions against the Indians during Washington's administration. Also the retirement and death of Washington.
9. Give the causes and tell how the great Civil War began. Also give an account of the surrender of Lee's Army. Name the last four states admitted to the Union.

#### ARITHMETIC.

1. A man had \$150 ; he gave \$25 for a coat, and  $\frac{1}{3}$  of the remainder for a wagon. What part of the \$150 had he left ? A man owning  $\frac{2}{3}$  of a foundry sold  $\frac{1}{3}$  of his share for \$540 $\frac{1}{2}$ . What was the value of the foundry ?
2. Bill the following items, find the amount, computing interest for four months at 6 per cent., and receipt : Bought of Henry Jones 75 harrows at \$15.50 each ; 225 rakes at 45 cents each ; 25 wheelbarrows at \$10.50 each ; 150 axes at \$1.10 each.
3. A grain merchant sold a bin of wheat at \$2 per bushel. The bin was 20 feet long, 12 feet wide, and 5 feet deep. In payment he took a note for 60 days, which he had discounted at the bank at 6 per cent. How much cash did he receive ?

4. A field 64 rods long, 32 rods wide is enclosed by a board fence. The posts are set 8 feet apart, the boards are 16 feet long, and the fence is four boards high. The posts cost 25 cents each, the boards 20 cents each. Find the number of posts, the number of boards, and the cost of both.

5. A man owning 45 per cent of a steamboat sells  $16\frac{2}{3}$  per cent. of his share for \$5,680. What is the value of the whole boat, and what is the value of the part he still owns?

6. A grocer bought 5 barrels of sugar, each containing 230 pounds, at  $8\frac{1}{4}$  cents a pound, and sold it at  $15\frac{1}{4}$  per cent. profit. What was his whole gain, and what the selling price per pound?

7. A man borrows \$3,754.45, being the property of a minor, who is 15 years, 3 months and 20 days old. He keeps it until the owner is 21 years old. How much money will then be due at 6 per cent?

8. How many men will be required to dig a cellar 45 feet long, 34.6 feet wide and 12.3 feet deep in 12 days of 8.2 hours each, if 6 men can dig a similar one 22.5 feet long, 17.3 feet wide and 10.25 feet deep in 3 days of 10.25 hours each?

9. A and B enter partnership. A puts in \$4,200 at first, and 9 months afterwards \$200 more. B put in at first \$1,500, and at the end of 6 months took out \$500. At the end of 16 months their gain was \$772.20. What was the share of each?

#### GEOGRAPHY.

1. State the difference between physical geography and political geography. Illustrate with such facts as you think proper. Tell what you know about the motions of the earth, and the principal effect of each.

2. Name and describe the different kinds of circles used in the study of geography.

3. Name and describe briefly the land forms of the surface of the earth.

4. Define climate. Give the general law governing it. Also give three modifications affecting climate.

5. Compare North and South America as to location, general form, mountains, climate, drainage, natural divisions, commercial advantages and chief cities.

6. Name and locate the political divisions of North America. Also name and locate an important city in each.

7. Give a general description of the United States as to location, area, surface, drainage, climate, productions and chief cities.

8. Compare Europe and Asia as to size, location, form, surface, population and commercial advantages.

9. Draw a map of New York, Pennsylvania, New Jersey and Delaware as a group. Locate the principal mountains, the largest rivers, and the capital city in each.

#### SPELLING.

- |                   |                             |
|-------------------|-----------------------------|
| 1. Trotting.      | 17. Leisure.                |
| 2. Cauliflower.   | 18. Medicine.               |
| 3. Gorilla.       | 19. Petroleum.              |
| 4. Grinning.      | 20. Porcelain.              |
| 5. Pavilion.      | 21. Piecemeal.              |
| 6. Flamingo.      | 22. Seizure.                |
| 7. Bullion.       | 23. Benumbing.              |
| 8. Russia.        | 24. Freight.                |
| 9. Typhoid.       | 25. Straight (not crooked). |
| 10. Syringe.      | 26. Dazzling.               |
| 11. Juiciness.    | 27. Weasel.                 |
| 12. Fussiness.    | 28. Abyss.                  |
| 13. Balance.      | 29. Dizziness.              |
| 14. Machinery.    | 30. Minging.                |
| 15. Barrack.      | 31. Cassimeres.             |
| 16. Gutta-percha. | 32. Concurring.             |
| 33. Louisiana.    |                             |

# SUMMARY OF THE EXAMINATIONS.

School.	Applicants.		Admitted.				Rejected.	
			Honorary Graduation.		By Examination.			
			Girls.	Boys.	Girls.	Boys.		
Boston Street	36	31	21	5	15	26	..	..
Washington Street	33	31	12	6	21	25	..	..
Lawrence Street	25	26	23	17	..	6	2	3
Colonial	6	2	4	1	1	..	1	1
Lafayette Street	20	5	19	3	..	2	1	..
Newton Street	8	12	8	1	..	11	..	..
Summer Avenue	71	45	50	19	20	26	1	..
Chestnut Street	81	47	37	30	43	14	1	3
Oliver Street	40	30	29	22	7	6	4	2
South Eighth Street	30	20	12	1	18	19	..	..
South Market Street	9	23	5	2	3	21	1	..
Monten Street	21	21	12	12	8	6	1	3
Central Avenue	18	14	11	9	7	4	1	1
Private	3	4	..	..	1	4	2	..
Total	401	311	243	128	144	170	14	13
Total	712	371	314	27				

Average Age of Girls Admitted, 14.10.	Average Age of Girls Rejected, 14.10.
" " Boys 14.9.	" " Boys 15.2.
General Average.....14.10.	General Average.....15.

Average Age of Girls Admitted, 14.10.  
 " Boys " 14.9.  
 General Average.....14.10.

Average Age of Girls Rejected, 14.10.  
 " Boys " 15.2.  
 General Average.....15.

## PROMOTIONS AND GRADUATION.

The system of promotion and graduation based upon the record of the pupil has practically been in operation two years—that is, we have had two annual promotions and graduations under it. The success thus far is decided, and the promise of permanency and entire satisfaction is practically realized. Making the principals and the class teachers largely responsible for the character, tone and management of the tests, reviews, questions, examinations and judgment of the work, has placed the teacher upon a broader and firmer basis. As said last year: "The universal testimony of the teachers is, we now feel free in our methods of teaching. We present and handle subjects, rather than make special preparation for examinations which almost, without exception, call for an accumulation of facts—merely a matter of memory, without any concern for the intellectual development of the pupil." The second year's work under this plan has emphasized the foregoing statement.

Responsibility always enlarges and matures the bearer. Many teachers voluntarily and freely have stated to me that their judgment of the work done and the needs of the pupil has been greatly improved under this method.

The classification and gradation of the schools have not suffered, but, on the other hand, have decidedly improved. I hear less complaint now than ever before from teachers, pupils or parents, concerning the grading of the schools.

The following carefully prepared tables will give all the details desired :

## HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1889.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Burnet Street.....	26	23	32	13	15	20	1	24	154
Eagles Street.....	..	..	..	..	..	..	19	..	19
State Street.....	..	..	..	..	13	15	39	36	103
James Street.....	..	..	..	..	3	4	2	..	9
Market Street.....	..	..	..	..	19	21	27	29	96
Washington Street..	18	17	16	25	10	15	31	17	149
Marshall Street.....	..	..	..	..	28	26	22	26	102
Lawrence Street.....	40	32	27	32	21	33	18	..	203
Commerce Street.....	..	..	..	..	..	..	44	45	89
Colored.....	5	5	1	3	7	5	6	6	38
Lafayette Street.....	22	4	24	8	13	23	19	22	135
Newton Street.....	9	16	20	39	22	7	31	13	157
Camden Street.....	..	..	..	19	3	8	18	12	60
South Tenth Street..	..	..	..	..	16	28	19	18	81
Holland Street.....	..	..	..	..	..	..	9	11	20
Thirteenth Avenue..	..	..	..	..	9	9	16	25	59
Wickliffe Street.....	..	..	..	..	11	26	74	28	139
Summer Avenue.....	69	54	15	22	9	31	31	24	255
Summer Avenue Annex.....	..	..	..	..	..	..	18	6	24
Webster Street.....	..	..	10	21	20	23	19	20	113
Bloomfield Avenue..	..	..	..	..	..	..	8	4	12
Elliot Street.....	67	..	9	4	7	8	12	24	64
Chestnut Street.....	..	40	34	22	14	14	9	13	213



## HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1889.—Continued.

School.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Oliver Street.....	51	30	51	30	12	20	18	21	233
South Street.....	..	..	..	8	4	16	14	29	71
Walnut Street.....	..	..	..	..	18	29	46	55	148
Houston Street.....	..	..	..	..	..	5	5	..	10
South Eighth Street.....	13	13	6	9	5	3	9	..	58
Roseville Avenue.....	..	..	..	..	12	11	4	4	31
North Seventh Street.....	..	..	..	12	12	7	15	19	65
South Market Street.....	7	11	12	4	10	7	8	5	64
Hamburg Place.....	..	..	24	17	30	38	49	16	174
Hawkins Street.....	..	..	..	..	17	28	17	12	74
Clover Street.....	..	..	..	..	5	5	2	8	20
Morton Street.....	24	22	19	21	18	14	19	15	152
Eighteenth Avenue.....	..	..	7	12	13	6	14	18	70
Monmouth Street.....	..	..	..	12	13	9	38	22	94
Miller Street.....	..	..	33	12	9	8	22	7	91
Central Avenue.....	20	28	38	18	7	15	20	37	183
Lock Street.....	..	..	..	..	..	8	10	32	50
Total.....	371	295	378	363	425	545	802	703	3,882

## SUMMARY AND COMPARISON OF 1888 AND 1889.

## GRAMMAR DEPARTMENT.

Honorary Graduations, 1889.....	371	
“ “ 1888.....	193	
	<hr/>	
Increase .....		178
Honorary Promotions, 1889.....	1,036	
“ “ 1888.....	723	
	<hr/>	
Increase.....		313
	<hr/>	
Total Increase.....		491

## PRIMARY DEPARTMENT.

Honorary Graduations, 1888.....	427	
“ “ 1889.....	425	
	<hr/>	
Decrease.....		2
Honorary Promotions, 1889.....	2,050	
“ “ 1888.....	2,041	
	<hr/>	
Increase.....		9
Net Increase.....		7
Increase, Grammar Department.....	491	
“ Primary “ .....	7	
	<hr/>	
Total.....		498

## HIGH SCHOOL.

The rapid growth of this institution is almost phenomenal. The school now numbers nearly nine hundred. I think it never was so thoroughly grounded in the confidence of the public as now. It is attended by all classes and appreciated by all. In former reports I have spoken of its influence upon the grammar and primary schools. This is very marked and grows stronger every year. The pupils in the very lowest grades look forward with pride and ambition to their entrance into the High School. It is a "leaven that leavens the whole lump." Hundreds are held in these lower grades by this hope of entering the High School. It awakens, keeps alive and extends the desire in the community for higher education. This of course increases the sum of intelligence and culture in any community.

The male department is organized on the departmental plan, viz.: The classical, mathematical, scientific, German and commercial departments. Each of these is under the special direction of an able instructor. This brings the work in these various lines under the most careful and competent supervision. The satisfactory results of the past years is a sufficient answer to any objection that may be raised.

The entire O'Connor building was rented and fitted up for class work, and six classes of young ladies—over two hundred—were very well accommodated here at the opening of the school in September last. While this Annex is a help, the building was not intended for school use and is in many respects inconvenient, and unsuited to the demands of good school work.

I would again urge the recommendation made two

years ago and repeated last year, that the minimum age for admission be increased to 12. "This will in a great measure, correct the tendency, now very strong to hurry bright, young pupils through the primary and grammar schools. The temptation to do this is almost irresistible. These pupils are generally endowed with good memories, and make good lesson and examination records. But when placed upon the High School course of work, where mental power is in demand, they often become discouraged and fall out of the school signal failures."

German has been added to the course in the Female Department of the High School optional with Latin. It was thought by some of the teachers that great confusion would arise by breaking into the order of exercises. But this fear proved groundless, as the number choosing German or Latin was nearly equal in each, leaving the regular class teachers undisturbed in the order of exercises.

Miss Marie Büttner was appointed teacher of German and placed in charge of this work. Her methods of instruction are conversational and objective, with such use of the grammatical elements as are found necessary to secure correct use. More importance is attached to the use of the language by the beginner in speaking and writing than to the grammatical analysis. I have no doubt the introduction of German will strengthen the course and give great satisfaction.

The pressing demand of the High School just now is larger accommodations. All the departments and all the special work are hindered and in some cases seriously crippled for want of room and appliances. Some of the class work is now done in the main audience room. The room set apart and specially fitted up for the drawing

classes, was some time ago given to the commercial department, and the drawing teacher compelled to float from room to room doing the work of that very important subject under many difficulties and discouragements. It is generally admitted that this subject is one of the essentials in the school course and therefore should in no way be neglected. The department of science is sadly deficient in room and the necessary mechanical appliances so imperative under the objective methods now used in all well conducted laboratories. This department should have at least four times the laboratory accommodations it now has. The essential characteristic of the methods of instruction in this line of work is that the pupil shall conduct his own investigations, perform the experiments, deduce the conclusions, and present in properly formulated statements the final results. The educational value and efficiency of this method cannot be questioned at the present time. To fully realize this requires ample room and means. The present building though utilized to the utmost cannot furnish these.

The Committee on High School has urgently recommended that a small shop, for use mainly by this department, be erected upon an unused portion of the yard in the rear of the building. This will afford great help to the pupils engaged in this work, and will be greatly appreciated by the entire school. I trust the shop will be built at once.

The teachers in all the departments are deeply interested in pushing the work and the substantial interests of this institution to the highest degree of advancement.

The Superintendent would again urge what he has several times recommended to the Board—that the present building be taken for the Normal and Training

School and that a new and ample High School building be erected in a suitable locality.

Permit me briefly to call attention to some of the advantages that would come from this plan: 1st. The High School would receive the room and all the appliances now absolutely needed by this large, growing and influential institution. 2d. The Normal and Training School would be admirably accommodated in every respect; now its accommodations are entirely insufficient and in almost all directions unsuited to the real needs of the school. 3d. The Second Ward would receive excellent and ample provision for its children, and the long standing complaint of lack of school facilities and injustice would be effectually removed. 4th. The present Second Ward house would furnish satisfactory privileges to the Colored School, the patrons of which have long complained that they have been neglected. 5th. All these advantages, covering so wide a field, would be received simply by building one house.

It seems to me that no one can fail to see the many advantages that would come from the adoption and realization of this plan. I hope to see it carried out at an early day. The attention of the Board was called last year to the noisy pavement on the Washington street side of the house. This can be easily, and should be remedied; also that the light in the two class rooms on the ground floor is very poor. This can be corrected by putting an additional window in each room. I trust both these evils will be promptly removed. These improvements are necessary no matter what school occupies the building.

The following table shows the number of graduates for each year since 1862, twenty-eight years :

Year.	Males.	Females.	Total.
1862 . . . . .	8	..	8
1863 . . . . .	8	22	30
1864 . . . . .	6	8	14
1865 . . . . .	6	13	19
1866 . . . . .	8	16	24
1867 . . . . .	4	23	27
1868 . . . . .	4	25	29
1869 . . . . .	6	30	36
1870 . . . . .	7	34	31
1871 . . . . .	9	19	28
1872 . . . . .	10	30	40
1873 . . . . .	13	26	39
1874 . . . . .	14	18	32
1875 . . . . .	14	33	47
1876 . . . . .	17	46	63
1877 . . . . .	19	41	60
1878 . . . . .	32	47	79
1879 . . . . .	24	48	72
1880 . . . . .	26	39	65
1881 . . . . .	24	46	70
1882 . . . . .	21	53	74
1883 . . . . .	27	48	75
1884 . . . . .	30	40	70
1885 . . . . .	39	43	82
1886 . . . . .	42	53	95
1887 . . . . .	32	45	77
1888 . . . . .	27	63	90
1889 . . . . .	37	61	98
Total number of graduates.	514	970	1,484

An average of 53 each year.

The graduates for this year were distributed as follows :

Classical Course.....	3
English     " .....	8
Commercial " .....	26
Ladies'     " .....	61
Total.....	<hr/> 98

Of the entire number of graduates, 72 were of the four years' course, and 26 of the two years' course.

### COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

These exercises were held in the Grand Opera House, on Monday evening, June 17th. A large appreciative audience witnessed the exercises. The class did itself great credit, and received the prizes and diplomas of the occasion.

#### ORDER OF EXERCISES.

MUSIC—Overture, "The Two Hussars," - - - *Doppler*  
 "Sunday and the Workingman," - - - Chauncey B. Griffiths  
 "Modern Graduates," - - - Miss Jennie B. Harvey  
 CHORUS—"Spring," - - - - - By the Class  
 "Zeitvergeudung," - - - - - Edwin J. Stewart  
 (Graduate of Commercial Department.)  
 "Originality," - - - - - Miss Jeannette C. Price  
 MUSIC—Idylle, "A Dairy Maid's Dream," - - - *Labitzky*  
 "Labor Essential to Success," - - - Luther E. Gregory  
 "The Viking's Daughter," - - - Miss Genevieve S. Grork  
 VOCAL SOLO—"Spring-Tide," - - - - - *Becker*  
 Miss Lulu Westwood.  
 "Longfellow—Man and Poet," - - - Miss Hester B. Dean



MUSIC—Musette, "Air de Ballet," - - - *Offenbach*  
 "An Appeal—(after Cæsar)," - - - Miss Jessie E. Ward  
 CHORUS—"Italia," - - - - - By the Class  
 "The Power of Mind," - - - - - Edmund K. Hopper  
 "The Waverly Novels an Exponent of Scottish Character,"  
 Miss Mary Watson  
 MUSIC—"Rêve Après le Bal," - - - - - *Boustet*

PRESENTATION OF CLASS FOR GRADUATION, BY E. O. HOVEY,  
 PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS, BY EDWARD GOELLER, PRESIDENT  
 OF THE BOARD OF EDUCATION.

PRESENTATION OF PRIZES, BY JOHN BREUNIG, CHAIRMAN  
 HIGH SCHOOL COMMITTEE.

Edward Goeller Prize—*For the highest per cent. in scholarship  
 and deportment of the class in German during the year—*  
 Charles R. Floyd.

Gift of the Gentlemen of the Class of Seventy-nine—*For the  
 highest per cent. in scholarship, deportment and attendance  
 of the graduates of the Commercial Department—*Max  
 Hammerschlag.

Gift of the Alumni—*For the highest total average of all the  
 examinations for the four years by the young ladies—*Jennie  
 B. Harvey.

Gift of the Alumni—*For the best oration—*Edmund K. Hopper.

John L. Johnson Medal—*For the highest per cent. in mathe-  
 matics during the past four years—*Katherine V. N. Crane.

George B. Swain Medal—*For the highest per cent. in scholarship  
 of the entire class, as shown by the final examination—*  
 Caroline D. Schieck.

Tichenor Medal—*For the best rhetorical work during the year  
 by the young ladies—*Marion Thomas.

Abbie A. E. Taylor Medal—*For the best final essay of the young ladies*—Genevieve S. Gork.

Hovey Medal—*For the highest per cent. in scholarship, deportment and attendance of the entire class during the year*—Hester B. Dean.

## GRADUATES OF 1889.

### SENIOR BOYS.

#### *Classical Course.*

Irving Cook,	Chauncey B. Griffiths,
Carlyle E. Sutphen.	

#### *English Course.*

Charles W. Campbell,	Edgar E. Smith,
Luther E. Gregory,	John N. Teeter,
Edmund K. Hopper,	Jacob Van Ness,
George Jaeger,	William C. Wright.

### SENIOR GIRLS.

#### *General Course.*

Mary A. Andrew,	Elizabeth B. McDonald,
Jennie M. Arbuckle,	Katherine McDonald,
Anna W. Baxter,	Harriet E. McElhose,
Della W. Beach,	H. Louise Oliver,
M. Florence Brown,	Charlotte W. Pell,
Ruth C. Battles,	Jeannette C. Price,
Lillian Cashion,	Cornelia V. D. Putnam,
Mildred L. Clark,	Jessie A. Robertson,
Alice M. Conger,	Ida H. Reynolds,
Katherine V. N. Crane,	Mary A. Riker,
Jean A. Dearie,	Bertha L. Ruckelshaus,
Hester B. Dean,	Katherine E. Rudd,
Sarah B. Doremus,	Anna Scarlett,

Hallie L. Garner,  
 Emma L. Gogl,  
 Lucy Graham,  
 Genevieve S. Grork,  
 Alberta A. Hadley,  
 Ruth E. Healy,  
 Jennie B. Harvey,  
 Frances L. Hedges,  
 Belle Henry,  
 Alyda B. Johnson,  
 Margaret Jennings,  
 Grace M. Leary,  
 Margaret Lenox,  
 Ida Loeser,  
 Flora B. Levy,  
 Augusta Lunger,

Amelia Straus,  
 M. Leonora Stevens,  
 Caroline D. Schieck,  
 Carrie A. Shepard,  
 Jessie M. Stout,  
 Marion Thomas,  
 Clara M. Thompson,  
 Caroline A. Thorn,  
 Helen A. Tappan,  
 E. May Van Ness,  
 Lulu Westwood,  
 Sarah A. Wheeler,  
 M. Evelyn Widmer,  
 Jennie Wrigley,  
 Jessie E. Ward,  
 Lilian B. Wilson.

*Classical Course.*

Eva Melick,

Adelaide G. Putnam,

Mary Watson.

*Commercial Course.*

Fred. M. Baldwin,  
 Wm. H. Camfield, Jr.,  
 Claud E. Demarest,  
 Charles R. Floyd,  
 Edward R. Folmar,  
 Anthony J. Guenther,  
 Max Hammerschlag,  
 Robert B. Harrar,  
 Lee Harrison,  
 Fred. G. Holzwarth,  
 Wilbur C. Husk,  
 Victor Jacoby,  
 James D. Jamison,

Robert Loudon,  
 Esteve Mars,  
 Moses Samuel,  
 Frank M. Schulz,  
 Harry Stengel,  
 George D. Stevenson,  
 Edwin J. Stewart,  
 George V. Tucker,  
 William J. Wakefield,  
 Henry Wangner,  
 Fred. W. Wichelhaus,  
 William Q. Wilcox,  
 Howard E. Wright.

## NORMAL AND TRAINING SCHOOL.

The growth and influence of this school have been beyond the expectations of its many earnest friends. Public sentiment seems settled and unanimous in demanding maturity and a high order of training and qualifications in the teachers who are placed in charge of our schools. I think the conviction is becoming deeper and more wide spread among educators and the public generally that not every one is by nature or training fitted to teach. The special and thorough training in the theory and practice of teaching, under the instruction and direction of instructors of large experience and the most ample fitness for this professional work is demanded.

With this object in view the course of study for the Normal and Training School was extended to two years. The two schools were consolidated under the name of the Normal and Training School and placed under the charge of one principal. This consolidation arrangement went into effect at the opening of the school in September last. Mr. K. S. Blake, from Harrison, Ohio, was appointed principal. Mr. Blake is a graduate of Oberlin College, and has had some fourteen years experience in public school work including institute and professional teaching. His scholarship and experience give promise of successful work. Miss Jane E. Johnson became the vice principal of the Normal department, and continues to give instruction in the same subjects she has taught during her connection with the institution. Mrs. Joseph Clark, a lady of very large and successful experience, in all the grades of our public schools, was temporarily placed in charge of the first year or junior class in the

Normal department. Judging from the interest and vigor manifested in all the classes and work of the school I think we are justified in expecting much from our Normal and Training School. The patience, perseverance and progress of the teachers in the Training department are worthy of commendation. I would take occasion here to speak of the severe illness of Miss Olivia E. Stonelake, who for years has been a conscientious and progressive teacher. She has been unable to resume her duty this school year.

The school opened September last with a very large attendance in all the departments and classes. In the Training department extra seats were placed in several of the rooms. This speaks well for the grade of the school and the quality of the work done, showing conclusively that the school holds the confidence of its patrons, although it carries the responsibility of training in the practice and art of teaching the pupils of the Normal department.

The Senior or second year class, numbers 40, and the Junior or first year class, 48. This shows conclusively that the advanced course in the Normal School meets the approval of those wishing to attend.

By reference to the course of study, it will be seen that the requirements in the direction of the history, philosophy, science, theory and practice of teaching are comprehensive and of a high order. Also the provision for literary, esthetical and ethical culture are not overlooked in our desire for professional training. Music, drawing, and all the phases and lines of objective work are fully recognized.

We trust we shall not, in any way, be disappointed or discouraged in our expectations as to the influence of

this institution upon the schools and the cause of education in our city.

As the class that entered in September, 1888, became the Senior class in September, 1889, we had no graduating class in June, 1889, but will have annually hereafter. This made it necessary to place this class on the list of substitutes. This has met the demands of the various schools thus far with very little difficulty.

Several of the grammar schools were designated as practice schools for the members of this class. These ladies began this observation and practice in these designated schools soon after the opening of the present school year. While we have met with some inconveniences at times, the general result has been satisfactory. The inconveniences referred to will all disappear at the close of this year, as we shall have a large graduating class from which we can make appointments and furnish substitutes.

Thus far the first year of the consolidation of the school under one head has been decidedly successful. Our hopes in the future of the school are confirmed and increased.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Enrollment.	Ave. Attendance.	Graduates.
1880.....	33	29	29
1881.....	28	25	27
1882.....	31	26	28
1883.....	37	34	36
1884.....	39	32	35
1885.....	36	32	35
1886.....	41	34	36
1887.....	55	49	53
1888.....	33	31	33
1889.....	43	40	..
Total.....	376	332	312

## SUMMER SCHOOLS.

The success and popularity of these continue unabated. They have not only met the expectations of their best friends, they have in my judgment solved the question so often asked "What shall be done with that large class of children who cannot leave the city during the summer vacation?" They now in large numbers attend the summer schools. The only criticism I now hear concerning them is, we should have more of them.

As stated in last report it would be a wise measure to scatter them somewhat, organizing fewer classes in each school and thereby making them more accessible to those wishing to patronize them. I would urge this upon the attention of the Committee on Teachers, in arranging for next season.

The following statistics reveal the condition and strength of these schools:

SCHOOL.	No of Classes.	No. of Pupils Enrolled.			Average. Attendance.
		Male.	Female.	Total	
Newton Street.. . . . .	8	264	174	438	270
Wickliffe " . . . . .	3	99	92	191	111
Webster " . . . . .	3	103	94	197	130
South " . . . . .	2	53	71	124	70
Hamburg Place . . . . .	7	242	231	473	286
Morton Street . . . . .	11	344	279	623	437
Total . . . . .	34	1,105	941	2,046	1,304

The following exhibits the various ages of the children attending:

SCHOOL.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15
Newton Street...	60	91	92	88	51	44	9	3
Wickliffe " ...	32	32	35	30	28	24	8	2
Webster " ...	45	27	45	30	16	20	10	4
South " ...	27	18	34	19	11	7	5	3
Hamburg Place..	125	80	83	81	57	33	12	2
Morton Street...	128	124	130	106	81	44	8	2
Total.....	417	372	419	354	244	172	52	16

The following shows what schools the pupils attended before entering the summer schools:

SCHOOL.	Public School.	Private School.	No School.
Newton Street .....	369	64	5
Wickliffe " .....	132	59	..
Webster " .....	163	33	1
South " .....	93	25	6
Hamburg Place.....	430	43	..
Morton Street.....	529	81	13
Total .....	1,716	305	25

As has been the case always in these schools, the health and spirits of teachers and pupils were good—I can almost say excellent. This seems to contradict the generally received opinion that it is detrimental to health to attend school in summer.

### EVENING SCHOOLS.

The utility and value of these schools to a large class of the community are so well understood and appreciated now by all, that they need no defence. Their improvement and strength are so decided that they have taken their place as an indispensable and permanent factor in the system of public education for the city.



Steadily from year to year their classification and gradation, the character of instruction, the discipline, and their general management have been advancing to a higher plane of efficiency. While this is true as to the general trend of these schools they are not altogether free from defects and just criticism.

Chief among these may be noted irregularity of attendance of a certain class: 1st. Those who under the pretence of attending evening school escape the restraints of the home and the supervision of their parents and thus use the opportunity to roam the streets. 2d. Those who use the schools to deceive their employers, and thus escape the penalties of violation of the Compulsory School Law. This has been a very general practice. We trust, however, that the vigorous enforcement of the compulsory school and truant law will break it up. The enforcement of this statute is now efficiently pushed by the police department, by the appointment of truant officers who are in connection with the City Superintendent perfecting a plan that promises entire success. When this shall be accomplished the evils indicated will be removed.

Another defect is tardiness on the part of a class of pupils who claim that they are compelled to work in the shop or factory so late, and the distance from their homes or the school is so great that they cannot reach school at 7.30 o'clock. I am satisfied that the great majority of these cases are merely excuses to gain time for the street. And I am further satisfied that by promptly closing the doors at the hour of opening and turning these late cases over to the parents and the officers on duty, the trouble will be removed. This has practically been done in one of the schools, with good results.

I will venture again to call attention to the lowering of the age for admission to the evening schools from 14 to 12. This was done some two or three years ago, to meet the conditions of the Child Labor Law, so that children could work in the shop or factory because they attended evening school. My objection to this is that children from 12 to 14 are too young to work and attend school at the same time. They should attend day school and not evening school. It is a crime against their physical nature to be thus taxed day and evening. I trust proper consideration will be given to this suggestion.

The establishment of an Advanced Evening School has been suggested and considered from time to time, and its advantages generally admitted.

At a meeting of the Board of Education held November 29, 1889, Commissioner McKenna presented the following, which, on his motion, was referred to Committee on Evening Schools, to report at next meeting:

"WHEREAS, The Evening School instruction in our city has become a necessity to a large class of our population who have no other means of receiving an education; therefore, be it

*Resolved*, That an Advanced Evening School be established at the earliest possible time."

At the December meeting of the Board, the Committee on Evening Schools presented the following report, which was adopted:

"The Committee is of the opinion that such a school will greatly add to the efficiency of the Evening School Department under the care of this Board, and would therefore recommend that such an institution be provided for and organized to open at the beginning of the next school year, October, 1890."

The Superintendent has been requested by the Committee on Evening Schools to prepare a plan of organization, statement of probable cost and line of work, etc., which will be done at an early day. I believe this addition to the Evening School course will give new strength and efficiency to these schools.

The following statistical tables are submitted :

The number of pupils registered, 2,510; males, 1,943; females, 567.

Number of teachers employed in the evening schools, 57; males, 24; females, 33.

The number of pupils suspended or expelled is shown below :

Lafayette Street.....	3
Newton       ".....	2
Webster       ".....	3
South Market Street ..	2
Morton Street.....	20
Central Avenue.....	5
Total.....	35

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1889:

SCHOOL.	Enrollment	Average Enrollment.	Average Attendance	Per Cent.	Length of Term.
Lafayette Street.....	411	230	176	76.5	5 mos.
Newton       ".....	320	199	156	78.3	5 mos.
Webster       ".....	292	205	152	74.1	5 mos.
South Market Street.	444	258	182	70.5	5 mos.
Morton Street.....	697	423	308	72.8	5 mos.
Central Avenue.....	346	207	165	79.7	5 mos.
Total.....	2,510	1,522	1,139	75.3	5 mos.

The average nightly membership in each school for each month is shown in the following table :

SCHOOL.	Oct.	Nov.	Dec.	Jan.	Feb.	Average.
Lafayette Street..	332	266	200	203	151	230
Newton " ..	274	218	177	183	144	199
Webster " ..	264	215	206	189	152	205
South Market St.	383	288	241	212	168	258
Morton Street...	625	491	416	341	243	423
Central Avenue..	325	231	173	171	133	207
Total.....	2,203	1,709	1,413	1,299	991	1,522

#### EVENING DRAWING SCHOOL.

The character and value of this school seems to be now accepted without question. Its growth in numbers and grade of work has in no way fallen off.

The pressure to gain admittance increases with every year, until the present year the registry has reached nearly five hundred. The attendance continues good throughout the term of six months.

The membership is composed almost entirely of persons engaged in or about to enter mechanical employments.

The plan and methods of instruction are objective, and designed to be thoroughly practical. How far this is realized let the many mechanics, in all lines of industry in our city, who have attended the school, decide.

The recommendation several times made by the Superintendent that the accommodations of this important school be enlarged, was carried out by the Board upon the urgent presentation of its needs by the Committee on Evening Schools. Two floors—third and fourth—in the building on the corner of Halsey and Market streets, were leased and properly divided into

class rooms and thoroughly fitted up, with appropriate furniture and all the appliances necessary to insure efficient work. For the first time since its organization this institution is well provided for as to room and materials.

The following are the statistical details for the year ending April 1, 1889 :

Number of pupils enrolled in each department :

Mechanical Drawing.....	126
Architectural Drawing.....	89
Freehand Drawing.....	219
Total.....	434

Average enrollment for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave
Mechanical Class I.....	17	15	12	13	12	11	13
" " II.....	30	29	27	25	24	20	26
" " III.....	58	55	48	48	48	43	50
Architectural " I.....	20	20	18	18	17	15	18
" " II.....	41	39	35	35	33	30	35
Freehand " I.....	21	20	15	15	16	16	17
" " II.....	42	47	42	40	36	37	41
" " III.....	49	42	39	41	44	42	43
Total.....	278	267	236	235	230	214	243

Average attendance for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave.
Mechanical Class I.....	15	12	10	11	9	10	11
" " II.....	26	22	19	17	16	14	19
" " III.....	53	48	40	43	40	34	43
Architectural " I.....	20	18	17	16	17	14	17
" " II.....	38	34	32	31	28	25	31
Freehand " I.....	20	17	13	14	15	15	16
" " II.....	38	33	30	29	28	26	31
" " III.....	42	34	35	38	38	36	37
Total.....	252	218	196	199	191	174	205

When we consider that these students were engaged in industrial pursuits from eight to ten hours daily, the attendance is highly creditable to them and the school.

The closing exercises were held in the Art Gallery of Library Hall, Thursday, March 28, 1889. The hall as usual was crowded.

Mr. John P. Turbett, Chairman of the Evening School Committee, presided. The Evening School Committee and other members of the Board were present. Remarks were made by the Chairman, the Superintendent and others. The exercises were interesting and were closely listened to by all present.

Diplomas were distributed to the following gentlemen who had completed the full course :

#### GRADUATES OF 1888-'89.

##### MECHANICAL CLASS.

Philip Andlauer,	Frederick Thieleman,
William Herold,	Edward Cook,
Asher W. Dilt,	C. T. Heinold,
Charles Lutter,	Edward Hobbis.

##### ARCHITECTURAL CLASS.

Charles Schaedel,	David Hugh,
William Wagner,	Christian Zeigerer,
	Samuel F. Webb.

##### FREEHAND CLASS.

Charles A. Knapp,	Frederick Myll,
George Koelhoffer,	Frederick Miller,
John Miller,	William Dressler,
William Woodcock,	Edward H. Pell.

I think it not amiss to state here that the graduates of this school have no difficulty in securing good positions with good pay. Frequent applications are made to the school for mechanical draughtsmen.

### COMPULSORY SCHOOL LAW.

In my report to the Board last year, page 23, I discussed at some length this subject, and therefore do not deem it necessary to take time and space here. The recommendation then urged that the necessary steps be taken and the proper officers appointed to enforce this law, has been accepted and carried into operation. The police authorities have adopted vigorous measures to this end.

The measures adopted for the enforcement of this statute were put into operation at the opening of the schools September last.

The police department was furnished with a list of all the names of the enumerated children between five and eighteen. These names were recorded in books furnished by that department. Also all the names of the pupils registered in each school by the teachers; these were checked on the truant officers' books. Those unchecked were not in school and must be found in the street, or legally or illegally employed or not in existence. On the first of each month the names of all new pupils registered in each school during the previous month are sent to the office; thus the record of the names of all pupils registered is kept complete. The same course was pursued with all the private schools in the city. This plan at once placed in the hands of the truant department the necessary information for intelligent action, and thus far has proven satisfactory.

Suitable blanks have been prepared by the police department and the Board of Education, whereby the facts in each case needing attention can be communicated to the truant officer, and the result of his investi-

gation sent to the school authorities. This method of securing and transmitting the needed information answers the purpose well. Under this arrangement the reports of the principals and all the facts known to them are sent to the Superintendent and by him forwarded at once to the truant officer, who investigates and sends the result to the Superintendent, who forwards the same to the principals. This arrangement is complete and protects the schools from interruptions without knowledge of the school authorities.

So far as I am able to judge, from the results obtained during the few months this law has been under enforcement, the success has been all we could expect. I do not hesitate to express the conviction that, a year or two of vigorous action, along the line and in the way now outlined will practically remove truancy from the schools and in a large measure clear the streets of vagrant children, and the shops and factories of children illegally employed.

The following statistics will show what the truant department has done :

#### TRUANT STATISTICS.

Total number of cases reported to Truant Officer, 600: From Factory Inspector, 211; from private schools, 140; from public day schools, 104; from public evening schools, 145.

Of the 600 cases acted upon, 569 were returned to the schools; 8 were arrested and returned to their parents; 23 were sent to the City Home.

The foregoing figures clearly indicate two things: 1st. The great need of action in this direction. 2d. The large amount of good work that has been done in the three months past.



The truant officer is to be commended for the vigor he manifests in the performance of his duty.

I would say further in connection with this matter, that the schools of the city would be greatly benefited by the establishment of an ungraded school, centrally located, to which should be sent irregular, disorderly and truant pupils. Such a school, under the direction of a thoroughly competent and large-souled teacher, could use such methods of discipline and means for the reformation of the wayward as might be found most effective. In the large graded schools there is not the opportunity or the time to do this work as it should be done. The great body of the pupils in our schools are willing and glad to be instructed, and their opportunities should not be taken from them by the vicious, disorderly and irregular pupils, who need a treatment specially adapted to their case.

The study and work done in this school should be specially adapted to the condition and needs of the children sent to it. What these children need is not so much intellectual acquirement, as a training that will give them right ideas and habits of living. Their moral sense must be touched and influenced in some way. The course of training pursued here should cover the physical, moral, intellectual and manual training of the pupils. Much time and attention should be given to those exercises, and that training that lead to right thinking and right habits.

A number of our large cities have such schools, and they are found to serve an excellent purpose. I would therefore recommend that early steps be taken by the Board looking towards the establishment of such an institution.

## PHYSICAL CULTURE.

I think we can safely say that physical training is now one of the recognized subjects in the course of instruction, and that the work is fairly under way. As is known to the Board, Dr. Linhart was appointed teacher of this subject in the Normal and Training School. He took charge of this work there October, 1888, and has continued to give instruction up to the present time. His success has been satisfactory considering that this was the beginning of systematic physical exercises in the schools of Newark. Two lessons per week were given during the first year; thus far this year, one lesson per week has been given to each class, Senior and Junior.

The interest of the young ladies from the first has been encouraging. They have, in many cases manifested a desire and willingness to do more than the lesson requirements, staying often for an hour after the close of the lesson for practice.

The importance and advantages of physical exercises in our schools are admitted by all. The feeling seems general that a systematic and thorough course of gymnastic exercises should be introduced into every school and made a part of the daily exercises in every class. I have no doubt that when this is done the health and mental vigor of the teachers and pupils will be decidedly improved. The time given to this work will be fully compensated for intellectually, in the better health and clearer mental perceptions and endurance of the pupils.

The work will be introduced into the Training Department of the Normal and Training School, the Senior pupils of the Normal School giving the lessons. This will enable the teachers under training to put into prac-

tice the instruction received in the gymnasium, thereby the better preparing them for this work in the schools in which they may be called to teach; also furnish good exercise for the pupils in the training classes.

I would recommend that a supply of simple gymnastic apparatus be, at an early day, furnished to the schools of the city. This need not be expensive. Light dumb bells, clubs and short wands would cover all we need. With a very few exceptions, the courts in our school buildings can be utilized for this work. Indeed this is now done in a small way, with encouraging success in several of the schools. In these cases a supply of apparatus for a division of forty or fifty pupils would be sufficient, as but one division need exercise at the same time.

The following tabulated statement is a fair exhibit of the condition of the schools as to health matters, during the year ending June, 1889:

Schools.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Normal and Training.....	..	1	E.	G.
High .....	..	2	G.	G.
High Annex.....	..	..	G.	G.
Burnet Street.....	..	..	V. G.	V. G.
Eagles Street.....	..	..	V. G.	V. G.
State Street .....	..	3	G.	G.
James Street.....	..	..	G.	F.
Washington Street.....	..	2	G.	F.
Marshall Street.....	..	2	G.	G.
Lawrence Street .....	..	1	F.	F.
Commerce Street.....	..	2	F.	F.
Colored. ....	..	2	E.	E.
Lafayette Street.....	..	1	E.	E.
Newton Street.....	..	7	F.	F.

Schools.	Deaths		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Camden Street..... ..	..	2	G.	G.
South Tenth Street..... ..	..	9	G.	F.
Thirteenth Avenue..... ..	..	..	V. G.	V. G.
Wickliffe Street..... ..	..	2	G.	G.
Summer Avenue..... ..	..	3	E.	G.
Webster Street..... ..	..	2	G.	G.
Franklin .....	..	1	G.	F.
Elliot Street..... ..	..	..	F.	F.
Chestnut Street..... ..	..	..	G.	G.
Oliver Street .....	..	3	G.	G.
South Street..... ..	..	9	G.	G.
Walnut Street..... ..	..	6	G.	G.
Houston Street..... ..	..	2	G.	G.
South Eighth Street..... ..	..	3	G.	F.
Roseville Avenue..... ..	..	..	G.	G.
North Seventh Street..... ..	..	1	G.	G.
South Market Street..... ..	..	4	F.	P.
Hamburg Place..... ..	..	7	F.	F.
Hawkins Street..... ..	..	1	E.	G.
Clover Street..... ..	..	..	G.	G.
Morton Street..... ..	..	3	E.	E.
Eighteenth Avenue..... ..	..	4	F.	F.
Monmouth Street .....	..	5	G.	G.
Miller Street..... ..	..	3	G.	G.
Central Avenue..... ..	..	1	G.	F.
Lock Street.... ..	..	2	G.	F.
Total..... ..	..	96	7 F.	2 P.
			24 G.	12 F.
			3 V. G.	20 G.
			6 E.	3 V. G.
				3 E.

[P., Poor ; F., Fair ; G., Good ; V. G., Very Good ; E., Excellent.]

### THE COURSE OF STUDY.

In these days of the "new education" and progress in all directions the Course of Study comes in for its share of consideration. It has steadily undergone elimination and modification until it begins, fairly well, to serve the purpose of the school. I hardly think any one believes that we shall, very soon at least, be able to so far perfect the course that no further improvement will or can be made.

The work of bringing a revised Course of Study into good practical shape is an undertaking of no small labor. It is not an easy matter to bring a large body of teachers to the same way of thinking and working in carrying out the details of a line of work. Indeed it is not desirable that all should work from the same pattern, and so become mere imitators or copyists. How to preserve the scope and proper limitations and yet leave the teacher free to stamp his personality and character upon all his work, is the problem not easily solved. The previous habits of the teacher are not easily changed, and in fact should not be. Habits should come to stay; our great care, as teachers, should be that they are of the right kind when formed.

The introduction of new methods requires something more than simple direction by the Superintendent or principal; it requires a proper point of view on the part of the teacher who is to administer this course, as to the meaning, purpose and philosophy of the methods. The course should be viewed as a whole, and not as isolated parts or grades. No teacher can know the relation of her work to the whole, without knowing the relation of the parts to the whole. This

requires knowledge, comprehension and quickness of perception by the teacher. No part of the supervisor's work requires more patience, wisdom and experience than does the adjustment of the course of study to the needs of the pupils, and the capacity, individuality and skill of the teacher.

It is supposed by some that a course of study is a fixed quantity and when once adopted is settled for all time, and all that is necessary is to learn its arrangement and follow it mechanically without any further thought, when the fact is, human knowledge and improvement are matters of growth, and every educated, intelligent community requires that the schools and the curricula must be constantly adjusted to the needs which this progress creates.

Too many teachers consider the course of study merely as a convenient arrangement, to simplify and make easy their work, while in truth the methods and order of work in a school or a system of schools strike much deeper and mean much more than is generally supposed. The mental and moral character of the pupils are influenced often far beyond our expectation. What is all essential is that the teachers shall take a large and intelligent view of this whole work. This they cannot do without a large knowledge of the nature of mind and the purpose of education, the relation of every part, and every step to all the parts and all the steps, in the complete course. I know as I have remarked before, that among so large a number of teachers much difference of opinion and practice will and must exist. This becomes all the more serious from the fact that there is a constant influx of new material, inexperienced and without practical knowledge and mature judgment. This must be

instructed and assimilated before healthy progress can be made.

A method of instruction does not provide for simply how much can a pupil be made to memorize and recite back to the teacher, but on the contrary its main purpose should be to lead to the unfolding and training of the mental, moral and physical powers of the child. Mere fact accumulation is not education. The fact is, the main business of the schools and of education is to place the child in proper relation to his surroundings. This can be done only through the legitimate exercise of his perceptive, reflective, executive and moral powers. Give full scope and play to all these, and the result will be better boys, better girls and correspondingly better men and women.

This method of instruction will make the exercise of the physical, mental and moral powers a pleasure instead of a pain and a burden. Fortunate indeed are the children who come under such influences. I do not think we can formulate a system or a method into a maxim, but I do think we can say with one of the great educational thinkers that "Education is the generation of power." Let us strive then in using the subjects of the course of study to evolve and train all there is in the child that leads to the right conduct of life.

### READING.

What is reading? Where is its place in the curriculum? What does it do for the pupil? How, as a subject, shall it be presented and handled? These are questions of serious moment, and should be seriously asked and answered. It is far more than a part of the routine work of the school. It has a work to do aside

and far above the mere filling of the half hour assigned to it in the program. Dr. MacAlister says: "It is the most humanizing study. More can be got out of it that tends to cultivate the minds of the pupils than any other in the course." It has a moral power—a refining power—an informing power and an elevating influence that can be found nowhere else. If the teachers and the schools succeed in placing this subject where it belongs and where it can exert its full educational influence, they will have taken a long step in the right direction.

These, I know, are strong statements, but I am ready, not only to make them, but to stand by them. My long experience and firm convictions lead me irresistibly to the conclusion that reading is the poorest taught and most neglected subject in the course. Until recently it, in some grades, at least, received but little attention. Why was this, I hear you say? I answer, chiefly for the reason that it had no part or lot in the recognition and honors of the school. Under such circumstances the teachers were bound to pass it by as of little or no account. I am happy to say this has at last been changed, though it required a long and severe struggle.

No one can enjoy or will be profited by reading until he can read readily and well. What is done through struggle and sorrow is not likely to be repeated often or enjoyed much. This would seem clearly to indicate that the first great concern of the teacher should be to teach and train the pupil to read intelligently and well. By this, I mean he shall see, feel and readily express the thought of the printed or written page.

It gives me great satisfaction to be able to say that a large and constantly increasing number of the teachers see and appreciate this, and are making commendable



progress in this direction. A growing interest is manifested in nearly all the schools, and better methods are in use, and better results, of course, are being obtained. What was the dulllest and most dreaded exercise of the school is now among the liveliest and most enjoyable.

The better methods in teaching the other subjects have awakened a desire not only for information, but for research as well. This has shown the pupil the importance as well as the convenience and necessity of intelligent reading. Under these influences, I trust it will not be long before reading, as an art and as a culturing and informing exercise, will take the commanding place in the course of study, and in the instruction of the school, that of right belongs to it.

The miscellaneous reading that is now, through the school libraries and other sources, becoming so general in most of the schools, is, if properly guided, destined to exert a wide and beneficial influence upon the instruction and training in our schools. The adoption by the Board, for use in the schools, of a series of supplementary reading books, specially arranged and adapted to children in school, is in the right line, and can but prove highly profitable. The names of the books now ready for use by the classes are as follows: Classics for Children; "Æsop's Fables;" "Kingsley's Greek Heroes;" "Irving's Sketch Book;" and "Lamb's Tales from Shakespeare." Bert's "Primer of Scientific Knowledge." "Sea-Side and Way-Side," 3 parts; "Readings in Nature's Book;" "Seven American Classics;" and "Book of Tales." Johonnot's Natural History Series—5 books,

While there are some exceptions, yet the principals and class teachers, as a body, are in full sympathy with

the efforts to elevate the standard of reading in our schools, both as an art and as a means of culture, I think we are safe in saying that we need not hesitate to look for satisfactory results in the near future.

### LANGUAGE TRAINING.

This holds a very near kinship to reading, in fact is an important part of the work. Language, we say, is a "medium of communication;" we use language for the expression of thought. As to what shall be the scope and purpose of language training, I think there is but little, if any, difference of opinion. The distinct and expressed purpose of this training is to enable the pupil to express his thoughts clearly, correctly and in good language. In the past, grammatical definitions, rules, tabulated elements, and formulated methods of analysis and parsing were held to be the only legitimate means to that end, although it was sadly evident the desired end was never reached, through these channels. But we all know that tradition and long standing custom are tenacious and severe masters. They have held almost undisputed sway for so long time that it was deemed intellectual treason to raise even a protest. Time without limit was given to committing matter concerning the grammatical forms, rules, distinctions, etc., until great skill was often attained in reciting about grammar without any ability to use correctly the language of the recitation. Happily this state of things is passing away, and better views, better methods and better results are coming in.

Do not understand me as undervaluing grammatical knowledge. At the right time, in the right place and with the right methods this knowledge is necessary. It

should be developed gradually, step by step as the pupil progresses in order to insure correctness to his expressions. When these elements are needed, derive them from the language work and apply them. This method will always show the pupil the reason through the use. In other words, teach the grammar from the language, not the language from the grammar. If this be true then the method seems plain enough. Teach language through the study of language. This is done along three lines: 1st. Talking, or oral exercises. 2d. Writing, compositions in the form of simple descriptions, letters, reproduction exercises, essays, etc. 3d. Reading the literary productions of the best authors. Of course the key to success in all this, is the thought that is discovered and well expressed. Without thought there is nothing to express. Clear thinking leads to clear expression and clear expression helps clear thinking.

Great pains should be taken to store the minds of the children with fine thoughts and then train them to express them in fine language. This is not an easy task ; patience, large knowledge on the part of the teacher, efforts many times repeated by pupils, much waiting by you teacher, will be needed. I repeat again, constant practice in all the lines indicated in the use of the best language, is the only means that will finally enable your pupils to express easily and correctly their ideas and thoughts in good language. This is the price that must be paid for this possession, which is probably the highest and noblest any school can confer.

The special feature of the Language book, just introduced by the Board, is the prominence it gives to the study of the best selections and the large amount of composition work required, at the same time the gram-

matical elements are derived and applied when needed to facilitate correctness.

I feel encouraged as so many seem to have a clear conception of what is desired and the methods to be pursued. The spread of these enlightened views among teachers is a source of encouragement and satisfaction.

I desire to say before leaving this topic that there is much to commend in many of the classes in this language work. The facility, neatness and general correctness with which many of the primary pupils express themselves in descriptions, paragraphs, letters, etc., should not be passed by without note.

Enough has been accomplished to encourage us in our further efforts.

## GEOGRAPHY.

This has become one of the most interesting and best taught subjects in the course, and but little space need be given to it here.

As was stated in last report, "The ability to help himself is made prominent in the training of the pupil. How to study; how to use books; how to examine and investigate; how to experiment and illustrate and express, that he may apprehend, understand and use. These are the ends now sought for by a large number of teachers."

"The leavening influences of these principles is well illustrated in much of the elementary work in the primary classes. Also it is especially effective in the geography and history teaching in the grammar departments. In many of the classes, geography has ceased to be merely a collection of localities and isolated facts, and has

become one of the most stimulating and interesting of the subjects in the curriculum.

The drawing of rapid free-hand maps, the construction of relief maps in sand, with putty or plaster, the use of globes and many other forms of representation and illustration, the introduction of comparative and commercial geography, have nearly revolutionized the methods of geographical study and teaching. A similar improvement has been made in teaching history, which, instead of being the driest and most hated by the pupil, has become the most attractive. Both of these subjects furnish excellent opportunities which are well used, for composition and language exercises."

Geography is an important information giving subject as well as one of the best for training the observing powers. It trains, instructs and cultures at the same time.

The inventions, devices and appliances, in the form of maps, diagrams, models in sand and other material, pictures, references, verbal and graphic descriptions, brought to bear by the instructors upon the teaching of geography, are in the highest degree commendable, and will certainly return excellent results.

We do not claim perfection, far from it, in any of this work. In every method and plan of instruction there is always much that is tentative. And not a small part of the teacher's duty and work consists in watching and discovering where improvements are needed, and how they can be made. Every hour brings its possibilities and opportunities for improvement, and it behooves the teacher not to be apathetic and indifferent, for the public sentiment and thought never were more active than now, upon all questions pertaining to schools and education. Teachers should be thoughtful and active in like manner.

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This state of things not only supplies the conditions for advancement but also creates the necessity for it. Let all then note his experience, be watchful, honest, and ready to take, at the right time, a needed step in the line of progress.

### HISTORY.

What has been said concerning geography is applicable to the teaching of this subject. History and geography are closely related and have much to do with each other. In our school course they should travel hand in hand.

It is a matter of very great importance to us, as a nation, that we make students and readers of history in our schools. We hear much about teaching patriotism in the schools, and so we should, but where shall we find the best illustrations of this noble quality save in the history of our country.

Dr. A. E. Winship says we have makers and writers of history. "But there are too few readers of history—too few indeed who know how to read it. There are many ways of reading history. It may be read for literary enjoyment, in which case it should often be read aloud in the family; in every home there should be found time, however busy the life, for the reading aloud of some of the classic writing of our own land. It may be read for biography, in which case our "American Statesmen Series" is a good field in which to study the times through the lives and opinions of Adams, Hamilton, Jefferson, Clay and Webster. It may be read for facts, in which case there are many school histories of rare value—such works as those of Higginson and Scudder and Eggleston and Johnston—which should be of the greatest service in a hundred places outside of the

schools. It may be read for the study of political institutions and their growth, in which case such works as "Bryce's American Commonwealth," "The Stories of the States" and the "American Commonwealth Series" are to be commended. How much the American, and especially the New Englander, may get from such a book as Alexander Johnston's *Connecticut*, in this last named series."

With such an aim and line before the pupil it becomes a matter of the greatest moment how to read, perhaps quite as much so as what to read. The teacher should aim to inspire and guide the pupil in all his historical study and reading. Create and intensify the desire in your pupils to know the history of our country for a better and nobler purpose than merely to recite the school lesson and receive the class credit for it. Further, if possible, lead him to master not only the facts in the narration and in the biographies found there, but also to appreciate and admire the character and patriotism of the noble and self sacrificing men who did so much for their country. Encourage them to love and honor their nation and its heroes. If the study of history in our schools shall lead to such results, then indeed will it be a boon of priceless value.

#### ARITHMETIC.

This is a fundamental study, and justly holds a large place in the plan and course of work in our schools. The reasons for this are evident. Number is an essential element in the nature and constitution of the mind, and in all the processes and exercises for the development and training of the powers of the mind it necessarily forms an important part. In the next place, its applica-

tions in all the affairs and activities of life are practically limitless.

Notwithstanding its importance and the large amount of time given to it, we fail, I fear, to receive an adequate return. The reasons for this are not as clearly seen and appreciated as they need to be. The difficulties are great and not easily reached.

I shall endeavor briefly to present a few of the causes for this difficulty.

In the first place, I think the chief trouble lies at the very beginning of the little child's work in number. We must not forget that the foundation of all knowledge begins in observation. The sense perceptions of the child are everything to him, and if these are not clear and accurate his subsequent work will in like manner be defective. The greatest pains should be taken here to furnish the pupil with clearly apprehended elementary ideas. The child's mind must be free, and abundant opportunities furnished for intelligent exercise. We cannot emphasize too strongly the fact that the child's self activity must be the moving force in all his work. Much of the harm spoken of arises from the teacher's attempt to do the work, treating the pupil as a passive subject to receive what is prepared for him. No thinking person can fail to see that this course effectually kills the essentials of thought. The child should be put into direct contact with the external world so far as number is applied to things. All mathematical knowledge is based upon observation and always proceeds from the concrete to the abstract, hence the necessity of constantly numbering objects. In teaching these elementary ideas of number it is far easier for the pupil to see the relations of numbers in the fundamental operations of addition,



subtraction, multiplication and division by comparing them in their number exercises than by confining the exercises of the child to single processes in succession. This is essentially the "Grube Method." This method has passed the tentative or experimental stage, and has taken its place among the recognized settled methods of elementary number teaching.

An unfortunate condition of things exists in a very large number of schools. That is, placing the elementary instruction almost entirely in the hands of the young and least experienced teachers. Mischief done at this stage is very serious and very hard to overcome. One of the worst and most deceptive habits inculcated by these teachers is the oral consecutive repetition of numbers under the impression that because the work is fluent and rapid the pupils comprehend and are learning. This passes for knowledge; the true result is, both pupil and teacher are grievously deceived, and often this is not found out until the grades above are reached where the work of overturning and uprooting must be done. I have seen many classes who could recite with great freedom and ease long tables of numbers, to the great delight and pride of the teacher, which, when subjected to a simple test of mental power, were found totally unable to make the simplest kind of a calculation showing any knowledge of the work they were doing. The remedy for this is the thinking, self active powers of the child must have an opportunity for exercise. To bring this about is the business of the teacher.

Another reason why we are so often disappointed in the results obtained is, inability to perform readily and accurately the fundamental operations of addition, subtraction, multiplication and division. This is not only

an essential, but it is a first acquirement. I do not advise that young pupils should be required to perform these operations with long tedious examples, involving large numbers entirely beyond common use and the comprehension of the pupils. But they should be constantly exercised by the use of short practical examples, both oral and written, until these operations are as natural and easy as breathing.

Another objection is the tendency to run over the work instead of mastering it. This is a very common fault. It arises from several causes: 1st. The great desire to cover a large amount of ground. Of course it must be hurried over. I trust we are beginning to find out that, educationally, a few things well learned and mastered are worth more than many poorly learned. It is found, I take this upon the testimony of educators who have thoroughly investigated the matter, that schools where less ground is covered and more thorough work is done, the proficiency is remarkable. The pupils being able by their superior self reliance and mental training to solve questions involving principles they were supposed not to understand, never having received direct instruction in them. Thorough mental training always makes self relying and self helping pupils.

I will close these remarks in this line by a few suggestions that may help, at least some of the teachers.

1st. The mental arithmetic and written arithmetic work should proceed together. Before the pencil is brought into use the question should be fully thought out. When solved it should be well discussed by the class, under the guidance of the teacher.

2d. It is almost a self evident proposition that in teaching the applications of principles, ten short, perti-

nent questions in which the principles are directly and practically applied, are worth ten times as much as one long, complicated question requiring the same amount of time. The reason is simply this, in the short examples the principle is applied promptly and with pleasure ten times, while in the long example it is tediously and painfully applied once. Comment is unnecessary. I am not to be understood as saying that problems containing a number of steps are not sometimes useful, even necessary. After a thorough course of teaching and training have been given on some topic, a test with problems of length containing a number of steps would be very proper.

3d. The teacher should be always within easy reach of the blackboard, which should always be in readiness for use, not necessarily by the teacher, but by the class for the benefit of the class. A stroke upon the board is often like a light-house in a dark night, or a blazed tree in a dense forest—they inspire hope and guide.

Do not attempt to teach all the philosophical reasons for all the operations before taking up the practical exercises. Practical work usually goes in advance of philosophy. Readiness, quickness and accuracy in doing work is the first necessity in acquiring the power to understand and conduct difficult explanations and demonstrations.

4th. Take great pains in grading the exercises to the capacity and progress of the pupil. Attach much more importance to the ability to work with ease and accuracy practical examples involving principles taught than to definitions and rules. Have your pupils able to construct their own rules out of their knowledge of the processes used in applying principles. Power to recognize and think out relations is the great end to be attained.

Train your pupils to describe and explain in their own language. It is hardly possible to think well in memorized words.

5th. Much work should be done using concrete examples. Pupils see relations between things much better and clearer than between abstract ideas. Any teacher can satisfy herself, in this regard, by throwing a difficult abstract question which the pupil may be unable to understand or do, into the concrete form by asking the pupil to make a purchase or a sale, performing a real business transaction, when his difficulty will disappear at once. This is a very desirable result in arithmetical drill, to be able to handle quickly and correctly business transactions.

6th. An exercise of exceeding great value is the training of the pupils to invent and construct original problems. I know of no exercises that interest and stimulate like this. Everybody is deeply interested and justly proud of what he discovers and makes himself. This differs from almost all other forms of interest, in this, that it never wears out. The best test I know, of the ability and proficiency of a pupil, is the readiness and accuracy with which he can state and solve a new problem of his own invention.

7th. The final suggestion I shall give is, never neglect the review. I do not mean by this that you shall stop all advance work, and begin back at formal or stated times and tediously and laboriously repeat all that has been gone over. I know of nothing more stupid or worthless. What I do mean is, you shall so shape and conduct all your exercises that the pupil will be compelled to use his previously acquired knowledge and drill. Some of the best reviews I have ever seen have been

given while the teacher was giving an advanced lesson on a new topic. The pupil was skillfully brought face to face with his own knowledge and was led step by step to use it in attacking a new position. Repeating knowledge is not reviewing it in a true sense. Using it, knowing just where and when it is needed, and just how it will fit, is the kind of reviewing our pupils need, and we cannot well have too much of it.

### DRAWING.

The value and utility of drawing as a fundamental subject in the course of study in the school are no longer questioned. I may safely say that drawing now occupies a place in every well arranged curriculum. It is really the beginning of all directive manual training. Manual training begins with the entrance of the child into the world, and continues with more or less educative value throughout life.

When the child enters school at from five to seven years of age, he has made wonderful progress in gathering impressions, ideas and knowledge by the use of the hands without any special directive efforts from parents or teachers. This may be called the spontaneous period that so largely governs nearly all the early efforts of the young child.

When he enters school his systematic, directive training begins in right earnest. His activities heretofore expended themselves in play with little direction, except in the kindergarten class, with scarcely no idea of task or work. School life calls for systematic work. The will power becomes a large factor in the child's efforts. The educator seeks for ways and means to meet the demands

of the child's nature upon all sides and in all directions. Among the means used to accomplish this none has been found more acceptable and efficient than drawing.

The practical and objective methods now used by all intelligent and successful instructors in this branch have given to us very satisfactory results. The forms become a reality to the child before he attempts to express them upon paper. The use of the models, clay and paper, increases and deepens the interest of the pupil, trains his observing powers and renders skillful his hands. The power and skill thus secured become marvelously helpful in his efforts in other directions. The foundation in the graphic and industrial work required in the future course is securely laid. It seems to me that the conception of the fundamental importance of this subject in the direction just noted, is not as full and clear as it should be in the minds of our teachers. The work of the school will never extend beyond the ideal of the instructor.

The progress of most of the classes in drawing, modeling and form study is substantial.

The recommendation that an exhibit of this work be made in some suitable hall, was successfully carried out. At the January meeting, 1889, of the Principals' Association Miss Fawcett, the drawing teacher, presented the question of holding an exhibition, in some suitable hall, of the work done in the schools in drawing and form study. After a full discussion a committee was appointed consisting of Principals Scarlett, Kennedy, Dougall, Schulte, Fort, Taylor, Miss Fawcett and the Superintendent, to take into consideration the feasibility of holding such exhibit.

This committee met and decided upon the scope and character of the exhibit, which was to represent the

results of actual and systematic class room instruction in this subject.

The Committee resolved to ask the Board to permit this exhibit to take the place of the annual examination in drawing.

The request was laid before the Committee on Text Books, Course of Study and Examinations. It was well received and promptly adopted, with the addition that writing should also be exhibited. The Committee asked the Board to appropriate a sum of money sufficient to pay the expenses. This was done by the Board.

Belleville Avenue Rink was selected for the exhibition. This building being very large and moderately well lighted gave an opportunity for an exceedingly fine display.

The plan, arrangement and putting up of the Drawing and Form work was made by the drawing teacher, Miss Fawcett, with such assistance from the Committee of Principals as she desired. The completeness and systematic arrangement of the entire exhibit was commendable in the highest degree.

The drawings were shown upon screens containing a certain number of specimens arranged in the order of the grades in the schools. The form work was shown upon tables so placed that the drawing specimens and the form work could be seen and compared at a glance without change of locality by the examiner.

The work was abundant, well graded and very fine, and indicated good instruction on the part of the teachers, and intelligence and skill on the part of the pupils.

The writing exhibit was placed in charge of the Writing Committee of the Principals, of which Mr. Edwin Shepard was chairman.

The same general plan of exhibiting the drawing and form work by screens and tables, was adopted by the Writing Committee for the writing exhibit.

A given number of specimens were required from each class in the schools. These were mounted on cards and placed upon the screens in the order of grade. These included letter compositions, business forms, paragraphs, sentence copies, etc.

In addition to this screen exhibit, work was required from every pupil in every class, using pen and ink, in every school, which was bound in book form in the order of the grade of the classes, and exhibited upon the tables.

This writing exhibit included many thousand specimens, and certainly showed good instruction and progress. This exhibit was highly creditable in character and arrangement. It was examined by many and excited much interest.

The exhibition was opened to the public Friday, May 24, 1889, and until the hour of closing, Saturday evening, the hall was crowded with visitors. Not less than 20,000 people visited the hall. These visitors were not confined to Newark citizens, but came from Boston, Providence, Philadelphia, New York, Brooklyn, the cities of New Jersey and a number of our western cities. All seemed interested and pleased. Earnest efforts were made to secure the exhibit for exhibition in other cities, but it was deemed best not to comply with the request.

The entire exhibit was a revelation to many. Outside of the class rooms no one had any conception of the amount, variety and quality of the work done in our schools by the pupils, under the instruction of the teachers.

The originality and skill displayed in the clay work,



growing out of the study of the models now used in the course for form study, were universally admired and commended by the numerous visitors. Not less so were the specimens of paper folding and cutting, exhibiting great variety and taste as to form, combination and harmony of color. While in some of the grouping of the tablets and the stick-laying a lack of intelligence was manifested, yet an evident reaching after something was indicated. This desire to reach something out of reach must and will stimulate both teacher and pupil to strive to do better work.

It was very interesting to notice the great variety of materials used: soap, leather, cloth, putty, plaster, brass; in fact, almost every substance susceptible of receiving and retaining an impression, had been laid under contribution by the schools. Another prominent feature which attracted much attention was the great variety of forms in the lower grades made by stick-laying. This by many has been considered foolish play. By the educator it is found to have great educational value, in training the hands and the inventive power of the child.

The exhibit made it very evident that great improvement is being made in the methods of teaching drawing. The table work was more miscellaneous and showed less plan and purpose in its execution and arrangement. The desire seemed, in many cases, to be to produce something showy, rather than educational in result. Such exhibits should show just what is under the direction and instruction of the schools.

From the report submitted by the Committee of the Principals the following summary is taken, and the general facts presented in the foregoing:

The result of the exhibition may be summed up as follows:-

The most pronounced fact was the attention given to the study of form. On every screen and table this was obvious to the observer. It was plain that the models recently introduced had given a powerful stimulus to the study of form. The children had handled them, had investigated their properties, their relations to each other and had been led to think of their relations to things around them and then to employ the hand in representing these properties and relations. The process was: observe, think, represent, make, express. All this was evidence that the hand and the eye, the two greatest organs of the human body are being trained in our schools, the one to dexterity and the other to accuracy.

The people and patrons were given an opportunity to inspect thoroughly the work of our schools in one department under the most favorable conditions, and in this way were brought into closer sympathy with the schools. This was specially true of the members of the Board who seldom have the time and opportunity to see the work done in any department, but must rely upon the judgment of others."

The exhibit may be considered a very great success, and has done much good in bringing the work of our schools to a better knowledge on the part of the public.

I think such exhibits should be made occasionally. I would recommend that once in two or three years such an opportunity be given for a systematic exhibition of the work and progress of our schools.

## LIBRARIES AND GENERAL READING.

The importance of general reading as an educational force is not only generally recognized, but the interest manifested in it by teachers, educators and school authorities is deepening and broadening constantly. The question what to read and how to read is heard everywhere.

The rapid increase of school literature for this purpose indicates without mistake the popular taste and demand. As has been [several times heretofore stated, the libraries are multiplying in number and growing in value every year.

A few years ago a few hundred volumes constituted the entire public school literature of the schools of Newark. Now a large number of the schools, as the following table will show, have good libraries numbering thousands of volumes.

An impetus has been given in this direction by the establishment of the Newark Free Library. This institution is now in full operation and is largely patronized by the general public. Liberal provision has been made for the schools, both teachers and pupils. Each teacher can draw six books at one time for use in her class on condition that the books shall relate to the line of work done in the class. In addition to this provision a large room over the reading room is set apart for class work in the direction of original investigation and research by the pupils. This room will be supplied with the necessary reference books, maps, diagrams and appliances needed to carry forward this kind of work. Thus our pupils, especially in the upper grades of the grammar and High schools will be furnished an opportunity to

acquire the power and the method of pursuing and conducting such investigation.

The Board of Trustees of the Free Library deserve commendation for its liberality towards the public education in our schools.

As may be seen by reference to former reports, the schools have contributed ten or twenty dollars annually and the state a like sum for library purposes in the public schools.

The amount contributed by the state up to date is \$1,520; by the schools, \$1,520; total, \$3,040. During last year the amount given was \$220, which was an increase over the preceding year of \$120. This indicates a degree of interest highly commendable. These library books are well selected and well distributed among the classes. It is a matter of very great satisfaction to witness the general use made of these books in very many of our classes

The schools possessing libraries and the number of volumes in each is shown in the following table:

SCHOOL.	Volumes.
Normal and Training .....	294
High .....	1,861
Burnet Street.....	536
Washington Street.....	502
Marshall Street.....	9
Lawrence Street.....	326
Commerce Street.....	24
Lafayette Street.....	376
Newton Street.....	414
Camden Street.....	259
South Tenth Street.....	45
Wickliffe Street.....	91

Schools	Volumes
Summer Avenue.....	650
Webster Street .....	268
Elliot Street .....	101
Chestnut Street.....	399
Oliver Street .....	760
South Street.....	110
Walnut Street.....	262
Houston Street.....	42
South Eighth Street.....	200
South Market Street.....	212
Hamburg Place.....	175
Morton Street.....	941
Eighteenth Avenue.....	432
Monmouth Street.....	50
Miller Street.....	224
Central Avenue.....	337
Total.....	9,900

### MANUAL TRAINING.

The interest now taken in manual training as a part of our educational work cannot but attract the attention of every one at all alive to the importance of the educational question. No educational meeting is held without it forms, at least, a part of the order of work for discussion. No journal passes it by without a more or less full recognition. Boards of Education appoint committees to consider and report. The general impression seems to be that something more or different than we now have in the course of study is needed. The necessity for some modification of the work now required by the course of study is conceded by all. Just what that modification shall be is not as yet clearly seen.

Much ignorance and misconception exist in regard to what that manual training means and what it expects to do. No two thinkers or educators agree as to what is the real function or purpose of this now largely recognized educational factor. This, however, has always been true of all progressive movements, and is no legitimate argument against the real truth and value of manual training when they shall be reached.

Manual training, as we understand it, is simply mental training through the hands. All children obtain their first mental perceptions and conceptions through investigations mainly conducted by the hands. They begin this work as soon as they are born, and it is kept up in some form or other throughout life.

It is unfortunate that we have no term that conveys the true meaning of this form of educational activity. The term "manual training" carries with it always the idea of trade learning. In my judgment we have no more right to teach at public expense plumbing and blacksmithing as trades, than we have to teach theology and law as professions. The one great end to be attained in all public education, is the full development of all the powers of the individual. Now, in so far as manual training helps to do this, is it legitimate and entitled to a place in the school curriculum. It is true that the manual skill acquired by this means is an excellent preparation for any mechanical calling that may be selected and followed. This is fortunate and it should not be overlooked that it constitutes an unanswerable argument in favor of and not against manual training.

All the graphic work in the schools may be classed under the head of manual education. The introduction of manual training as a part of the course of instruction

would harmonize with and conform to the tendencies of the educational thought of the present time. This is an age of practical industrial activity. Spencer says the great function of education is "preparation for complete living." The present influence of our schools is almost entirely in the line of literary results. We need to teach our children to respect labor, to believe in it, to love it. How can this better be done than by bringing the young into early relation with its purpose, conditions and appliances?

Another result that would surely come with this course would be the elevation of the workman. He would be led to see and understand how every worker can and should be a thinker and how every thinker is a worker. The problem, how much intellectual training should the masses receive, never was more urgent for a solution than now. Manual training seems to be an essential factor in its solution.

I think, as another result, the confidence of the general public in the school system would be increased and a much larger support would be cheerfully given. Also, the school period of attendance would be extended, as all could readily see the close relation between school life and active business life.

I think the time is at hand when the Board should give this question of manual training as a part of our school course serious consideration.

## CONCLUSION.

In presenting this report I would say that in comparing the past with the present, we have much to encourage us. The well recognized interest and activity of the Board

in the progress of education continue unabated and give good promise for the future. The teachers, almost without exception, are unflagging in their labors for the advancement of the schools.

I again express my thanks to all the teachers for their hearty co-operation with me in all my efforts.

For its continued confidence and support, I desire to express to the Board my sincere appreciation.

Respectfully submitted,

WM. N. BARRINGER,

*City Superintendent of Public Schools.*



PART III.

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APPENDIX.

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SCHOOL DIRECTORY.  
BUILDINGS.



# SCHOOL DIRECTORY.

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## BUILDINGS.

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### NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class Rooms, Eight.

Janitor, PATRICK ENNIS, 110 Warren street.

### HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Seventeen.

Janitor, RICHARD WHITE, 196 Plane street.

### HIGH SCHOOL ANNEX.

Location, 103 Washington street, near Bleecker.

Rented.

Opened, September 15th, 1888.

Class Rooms, Six.

Janitor, RICHARD WHITE, 196 Plane street.

BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Fourteen.

Janitor, JOSEPH GLASS, 250 High street.

EAGLES STREET.

Location, No. 9 Eagles street, near Orange.

Rented.

Opened, September 12th, 1887.

Class Room, One.

Janitor, JOSEPH GLASS, 250 High street.

STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

WASHINGTON STREET.

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Class Rooms, Fifteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

## MARSHALL STREET.

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89.

Class Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.

## LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Class Rooms, Twelve.

Janitor, WM. E. JACKSON, 25 Division place.

## COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Rooms, Six.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## COLORED.

Location, rear of Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863 ; 1870-71 ; 1881 ; 1884.

Class Rooms, Fifteen.

Janitor, PETER BIRCH, 78 Lafayette street.

## NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Seventeen.

Janitor, THOMAS H. DUFFY, 343 South Ninth street.

## SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879 ; 1888-89.

Class Rooms, Fourteen.

Janitor, NICHOLAS MORGENSTERN, 68 Holland street.

## CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

### THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Class Rooms, Eight.

Janitor, BENJAMIN D. ROBINSON, 230½ South Sixth street.

### WICKLIFFE STREET SCHOOL ANNEX.

Location, 39 Wickliffe street.

Rented.

Opened, November 6th, 1889.

Class Rooms, Two.

Janitor, MRS. MARY A. BENNETT, 250 Norfolk street.

### WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened, as a Primary School, September 1st, 1873.

Class Rooms, Six.

Janitor, ELIZABETH WALSH, rear of school.

### SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class Rooms, Twelve.

Janitor, HUGH COYNE, 219 Belleville avenue.

"FRANKLIN" SCHOOL.

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Class Rooms, Eight.

Janitor, DOCTOR WILSON, 344 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected by Woodside Township.

[Woodside annexed, April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Class Rooms, Four.

Janitor, MILES I. COEYMAN, 732 Summer avenue.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, SAMPSON SIMMONS, 135 Bank street.



# OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Class Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 128 Oliver street.

# SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Ten.

Janitor, JAMES MCGEE, 124 Tichenor street.

# WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, HUGH RUNYON, 69 Nichols street.

# HOUSTON STREET.

Location, Houston street, near New York avenue.

Erected, 1879 (on leased ground).

Opened, September, 1879.

Class Rooms, Two.

Janitor, EDWARD DELANEY, 273 Walnut street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Class Rooms, Twelve.

Janitor, WILLIAM J. HEDRICK, 508 Warren street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to its present location.

Opened, September 6th, 1874.

Class Rooms, Four.

Janitor, A. OTTMAN, 302 North Seventh Street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

### HAMBURG PLACE.

Location, Hamburg place, near Ferry street.  
 Erected, 1881-82.  
 Opened, April 10th, 1882.  
 Enlarged, 1885-86.  
 Class Rooms, Fourteen.  
 Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

### HAWKINS STREET.

Location, Hawkins street, near Ferry.  
 Erected, 1887-88.  
 Opened, January 3d, 1889.  
 Class Rooms, Eight.  
 Janitor, WM. BAUMGARTNER, 29 Hawkins street.

### MORTON STREET.

Location, Morton street, corner Broome.  
 Erected, 1851.  
 Opened, November 24th, 1851.  
 Enlarged, 1861 ; 1869 ; 1881.  
 Class Rooms, Nineteen.  
 Janitor, JOHN F. PATZ, 219 West Kinney street.

### EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.  
 Erected, 1871.  
 Opened, September, 1871.  
 Class Rooms, Seventeen.  
 Janitor, JOSEPH MESMER, 7 Fairview avenue.

EIGHTEENTH AVENUE ANNEX.

Location, Eighteenth avenue, corner Livingston street.

Rented.

Opened, October 1st, 1889.

Class Rooms, Two.

Janitor, JOSEPH MESMER, 7 Fairview avenue.

MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.

Erected, 1886-87.

Opened, May 2d, 1887.

Class Rooms, Sixteen.

Janitor, WILLIAM OVERGNE, 100 Waverly place.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fourteen.

Janitor, JOHN HEWITT, 159 Sherman avenue.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-1872.

Opened, September, 1872.

Class Rooms, Fourteen.

Janitor, THOMAS JOHNSON, 66 Newark street.

LOCK STREET.

Location, Lock street, bet. Central and Sussex avenues.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, DAVID LOGAN, 140 Sussex avenue.

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INDUSTRIAL SCHOOLS.

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JAMES STREET.

Location, No. 8 James street.

Class Rooms, Three.

Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.

Class Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.



SCHOOL DIRECTORY.  
TEACHERS.





# SCHOOL DIRECTORY.

## TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
s, Alvina C. ....	South 8th St. G. .	Assistant .	17 Gould ave.
s, Myra W. ....	Webster Street P.	"	252 Clifton ave.
, Mary L. ....	Hawkins Street P.	"	32 Coe's place.
Ardelia H. ....	High. ....	1st Ass'nt.	17 West Park st.
Georgiana. . . .	Summer Ave. G. .	Assistant .	8A Wakeman ave.
Jane E. ....	Washing'n St. G. .	V. Prin'pal.	39 Franklin st. .
Cornelia L. ....	Lawrence St. P. .	Assistant .	3 Eighth ave.
Mrs. Mary M. ....	Wickliffe St. An'x	"	122 Orchard st.
son, Anna. ....	Camden Street P.	"	416 1/4 Plane st.
son, Henry S. ....	Lawrence St. G. .	Principal .	208 South Sixth st.
ry, Lizzie. ....	Wickliffe Street P.	Assistant .	32 1/4 Webster st.
Natalie. ....	High. ....	3d Ass'nt.	56 Taylor st.
ibach, Mary C. ....	South 10th St. P.	H'd Ass'nt.	Vailsburg, N. J.
Sarah A. ....	Central Ave. G. .	Assistant .	122 Halsey st.
ler, Estelle H. ....	Camden Street P.	"	179 Fairmount ave.
Margaret. ....	18th Avenue G. .	V. Prin'pal.	102 Sherman ave.
n, Anna A. ....	Newton Street G.	Assistant .	27 Bathgate place.
n, E. Belle. ....	Morton Street P.	"	171 Fourth ave.
n, Emma F. ....	Hamburg Pl. Int.	V. Prin'pal.	23 Warwick st.
n, Lucasta C. ....	North 7th St. P. .	Assistant .	37 Myrtle ave.
n, Mary A. ....	Franklin P. ....	"	41 Fulton st.
n, M. Lillian. ....	Chestnut Street P.	"	71 Pennington st.
e, Catherine A. ....	Morton Street P.	"	215 South Sixth st.
attie E. ....	18th Avenue P. .	"	134 Monmouth st.
t, Edith C. ....	Lawrence St. P. .	"	186 Mulberry st.
, James M. ....	Colored . . . . .	Principal .	15 Elm st.
Hattie J. ....	Newton Street P.	Assistant .	92 Wright st.
Sarah E. ....	Oliver Street G. .	1st Ass'nt.	23 Warwick st.
ley, Emma E. ....	Chestnut St. G. .	"	76 Elizabeth ave.
, Mary E. ....	South Street P. .	Assistant .	27 Chestnut st.
r, Elizabeth H. ....	Commerce St. P. .	V. Prin'pal.	Irvington, N. J.
e, Annie L. ....	Central Ave. P. .	Assistant .	33 Morton st.
t, Laura J. ....	Burnet Street G. .	1st Ass'nt.	203 North Sixth st.
i, Carrie W. . . . .	So. Market St. G.	Assistant .	117 Elm st.
Arisena. ....	Monmouth St. P.	"	47 Parkhurst st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Berry, Estelle V. ....	Miller Street P. . .	Assistant .	47 Parkhurst st.
Betts, Margaret E. ....	Elliot Street P. . .	"	35 Clark st.
Beyer, Augusta M. H. ....	Oliver Street P. . .	"	122 Elm st.
Bigelow, Elizabeth G. ....	High. ....	3d Ass'nt. .	1020 Broad st.
Bimblar, Marie C. ....	State Street P. . .	Assistant .	322 Broad st.
Bingham, Cora E. ....	Miller Street P. . .	"	90 Wright st.
Bingham, Lizzie M. ....	Wickliffe Street P. .	"	263 Academy st.
Bird, Mary R. . . . .	Lafayette St. P. . .	"	113 Bruen st.
Bissell, Wm. E. ....	Burnet Street G. . .	Principal .	299 High st.
Blake, K. S. ....	Normal & Train'g	"	195 South Sixth st.
Bogan, Margaret A. ....	Hawkins Street P. .	Assistant .	116 Union st.
Boughner, Emily. ....	So. Market St. G. .	"	287 Walnut st.
Bowers, Ida. ....	Monmouth St. P. .	V. Prin'pal.	243 Washington st.
Brackin, M. Fannie. ....	Webster St. P. . .	Assistant .	22 Mt. Prospect av
Brant, Elizabeth V. ....	Morton Street G. .	"	21 Arch st.
Branum, Sarah N. ....	Chestnut St. G. . .	1st Ass'nt. .	21 Nelson pl.
Bristol, Kate L. ....	South 8th St. P. . .	Assistant .	24 Bathgate pl.
Brookfield, Eliza A. ....	State Street P. . .	Principal .	100 Central ave.
Brookfield, Sarah A. B. . .	State Street P. . .	Assistant .	100 Central ave.
Buchanan, Fannie L. ....	Lawrence St. G. . .	"	201 Mt. Pleasant a
Buehler, Annie J. ....	So. Market St. P. .	"	71 Oxford st.
Burgyes, Annie S. ....	North 7th St. P. . .	"	24 Gould ave.
Burgyes, Edith. ....	Camden Street P. .	"	24 Gould ave.
Burnett, Priscilla. ....	13th Avenue P. . .	"	112 Thirteenth ave
Burns, Mary C. ....	Lafayette St. P. . .	"	36 Elm st.
Burritt, Eva Egerton. ....	Chestnut Street P. .	"	27 Brunswick st.
Bush, Ida J. ....	Lock Street P. . .	"	416 Summer ave.
Buttle, Irene M. ....	Lafayette St. P. . .	"	40 Elm st.
Camden, Marion D. ....	Burnet Street P. . .	V. Prin'pal.	84 Third ave.
Canfield, Jennie B. ....	Central Ave. G. . .	Assistant .	116 Orange st.
Carter, S. Fannie. ....	Walnut Street P. .	Principal .	51 Bleecker st.
Cation, Lizzie. ....	Morton Street P. . .	Assistant .	54 Orchard st.
Chase, Eva. ....	Hawkins Street P. .	H'd Ass'nt. .	1 Sherman ave.
Chedister, Louise. ....	Morton Street P. . .	V. Prin'pal.	613 High st.
Clark, Joseph. ....	Lafayette St. G. . .	Principal .	48 East Kinney st.
Clark, Laura A. ....	Miller Street P. . .	Assistant .	92 Miller st.
Clark, Mabel L. ....	18th Avenue P. . .	"	14 Frelinghuysen a
Clark, Mary F. ....	Hamburg Pl. P. . .	"	131 Elm st.
Clarke, Agnes B. ....	Hamburg Pl. P. . .	H'd Ass'nt. .	245 South Seventh
Coates, Harriet S. ....	Commerce St. P. . .	Assistant .	7 West Park st.
Coe, Cornelia S. ....	Commerce St. P. . .	"	74 State st.
Coe, Jessie D. ....	Newton Street P. .	"	Avondale, N. J.
Coe, Jessie L. ....	Webster Street P. .	"	74 State st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
in, Mary A. ....	Washing'n St. G.	Assistant	54 Eighth ave.
l, Thomas T. ....	Franklin P. ....	Principal	23 Kearney st.
Anna G. ....	Newton Street P.	Assistant	119 Wickliffe st.
Anna C. ....	Hamburg Pl. P.	"	48 Eighth ave.
r, Margaret D. ....	Lawrence St. P.	"	45 Division pl.
r, Susie B. ....	State Street P.	"	45 Division pl.
aura. ....	Central Ave. G.	"	69 Eighth ave.
Rebecca. ....	South 10th St. P.	"	226 Fairmount ave.
, Lydia R. ....	Normal & Train'g Training Dep't.	"	178 Washington st.
ll, Gertie L. ....	Marshall Street P.	"	162 Garside st.
lrs. Catharine B. .	James Street Ind.	Principal	51 Bleecker st.
, Katherine. ....	Burnet Street G.	Assistant	31 Halsey st.
Eliza A. ....	Summer Ave. P.	"	58 Mt. Pleasant ave.
Iannah M. ....	High. ....	3d Ass'nt.	58 Mt. Pleasant ave.
s, Trinette H. ....	Burnet Street P.	Assistant	68 Burnet st.
B. Flora, Ph. M. .	High. ....	1st Ass'nt.	464 Orange st.
Emma S. ....	Burnet Street P.	Assistant	53 Halsey st.
H. Louise. ....	Camden Street P.	"	95 W. Kinney st.
Helen S. ....	Washing'n St. P.	"	95 W. Kinney st.
Georgia B. ....	Marshall Street P.	V. Prin'pal.	17 Court st.
Esther J. ....	Burnet Street G.	"	37 Burnet st.
Annie E. ....	Webster Street G.	"	34 Everg'n p., E. Or'ge
Clara I. ....	Miller Street P.	Assistant	16 Cottage st.
Caroline R. ....	Monmouth St. P.	"	15 Baldwin st.
nnie C. ....	Washing'n St. G.	"	28 Parkhurst st.
argaret A. ....	Washing'n St. G.	1st Ass'nt.	28 Parkhurst st.
ephen S. ....	Newton Street G.	Principal	257 Clinton ave.
Charlotte W. ....	Central Ave. G.	Assistant	180 Washington st.
i, Julia. ....	Morton Street G.	1st Ass'nt.	180 Washington st.
Margaretta. ....	Roseville Ave. P.	Assistant	256 N. Seventh st.
f. Ida. ....	Central Avenue P.	V. Prin'pal.	180 Washington st.
k, Hortense. ....	South 8th St. P.	Assistant	321 South Tenth st.
Laura C. ....	Walnut Street P.	"	37 Franklin st.
r, Juliet. ....	Franklin P. ....	"	258 Belleville ave.
irena. ....	Newton Street P.	H'd Ass'nt.	206 First st.
Ruth C. ....	Eagles Street P.	Assistant	37 Burnet st.
y, Anna T. ....	Central Ave. G.	"	205 North Fourth st.
y, Mary M. ....	Burnet Street G.	"	205 North Fourth st.
is, Eliza C. ....	Webster Street P.	"	238½ Belleville ave.
is, Jessie K. ....	Washing'n St. G.	"	238½ Belleville ave.
, Elizabeth W. ....	Summer Ave. G.	1st Ass'nt.	360 Bank st.
, Mary A. ....	South 8th St. G.	V. Prin'pal.	360 Bank st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDR.
Dougall, Wm. A., A. M. . . . .	South 10th St. Int.	Principal.	360 Bank st
Dougherty, Henry J. . . . .	18th Avenue G. . . . .	"	279 South I
Downing, A. S., A. M. . . . .	High. . . . .	1st Ass'nt.	212 Fairmo
Drake, Belle. . . . .	South 10th St. P.	Assistant	20 Centre s
Drew, Minnie I. . . . .	So. Market St. P.	"	101 Congre
Duncan, Lucy G. . . . .	Newton Street P.	"	140 Elm st.
Dunn, Alice N. . . . .	Wickliffe Street P.	"	71 South El
Dunn, Katherine F. . . . .	13th Avenue P. . . . .	"	466 High st
Dunnell, Anna C. . . . .	South 8th St. P. . . . .	V. Prin'pal.	Linden av.,
Durand, S. Eveline. . . . .	18th Avenue P. . . . .	Assistant	424 Washin
Dusenberry, Emily T. . . . .	18th Avenue G. . . . .	"	86 Orchard
Eagles, Annie McLeod. . . . .	Central Avenue P.	"	273 High st
Egbert, Edna C. . . . .	Morton Street P.	"	58 Fair st.
Elder, L. Louise. . . . .	South 8th St. P. . . . .	"	108 So. Thi
Ellis, Griselda. . . . .	Camden Street P.	"	226 South S
Ellis, W. N. . . . .	Music Teacher. . . . .	Special . . .	108 Gates a
Ellyn, Lizzie. . . . .	Lafayette St. P. . . . .	Assistant	148 Washin
Enders, J. Virginia. . . . .	Camden Street P.	"	141 Bank st
Eunson, Sarah A. . . . .	18th Avenue P. . . . .	"	120 Sherma
Fawcett, Sara A. . . . .	Drawing Teacher.	Special . . .	498 Broad s
Felix, Mary. . . . .	Morton Street P. . . . .	Assistant	91 Sherman
Felts, Florence. . . . .	13th Avenue P. . . . .	"	51 Howard
Fine, Carrie H. . . . .	Central Avenue P.	"	98 Central s
Fine, M. Estella. . . . .	Lock Street P. . . . .	"	98 Central s
Finter, Emma. . . . .	Oliver Street P. . . . .	V. Prin'pal.	108 Congre
Fitz-Gerald, Helen D. . . . .	Newton Street G. . . . .	Assistant	122 Wicklif
Fitzgerald, Jennie B. . . . .	18th Avenue P. . . . .	"	182 Brunsw
Fletcher, Alice M. . . . .	South 10th St. Int.	V. Prin'pal.	183 Fairmo
Forbes, Mrs. Isabella. . . . .	Newton Street G. . . . .	1st Ass'nt.	117 Wicklif
Forman, George. . . . .	Monmouth St. P.	Principal.	313 S. Oran
Forster, Millie A. . . . .	High. . . . .	1st Ass'nt.	1001 Broad
Fort, Fred. W. . . . .	Hamburg Pl. Int.	Principal.	33 South T
Fowler, Helen M. . . . .	Central Avenue P.	Assistant	45 Front st.
Fowler, Julia K. . . . .	Hawkins Street P.	"	45 Front st.
Foxcroft, Jennie I. . . . .	State Street P. . . . .	"	13 Cartaret
Freer, Lucy M. . . . .	High. . . . .	2d Ass'nt.	58 Mt. Plea
Garabrant, Laurilla. . . . .	Walnut Street P. . . . .	Assistant	148 Elm st.
Garrabrant, Anna L. . . . .	Webster Street G.	"	29 North N
Gaston, Kate L. . . . .	South 8th St. P.	"	192 Rosevil
Gauch, Lizzie E. . . . .	So. Market St. P.	"	99 Union st
Gemar, Jennie A. . . . .	Hamburg Pl. Int.	"	203 Main st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
ty, Linda M.....	Morton Street G.	Assistant .	114 New st.
Clarence S.....	Morton Street G.	V. Prin'pal.	75 Thomas st.
M. Augusta.....	Lock Street P...	"	34 Jay st.
n, C. H.....	Summer Ave. G..	Principal..	104 Fourth ave.
Flora I.....	So. Market St. G.	Assistant .	91 Congress st.
Harriet W. R.....	Summer Ave. P..	"	161 Garside st.
ith, Julia.....	Monmouth St. P.	"	18 Pine st.
elle M.....	Summer Ave. G..	"	310 Summer ave.
Frances V.....	South 8th St. P..	"	50 Ninth ave.
Sarah M.....	Webster Street G.	"	120 Garside st.
Agnes B.....	Chestnut St. G...	1st Ass'nt.	40 Camp st.
Clara W.....	High.....	V. Prin'pal.	17 West Park st.
algh, Mary Abbie..	18th Ave. An'x P.	Assistant .	227 High st.
r, Virginia G.....	Camden Street P.	"	40 North Eleventh st.
Edith E.....	South 8th St. P..	"	447 Seventh ave.
Isabel G.....	Washing'n St. G.	"	97 Court st.
liet N.....	Hawkins Street P.	"	73 West Kinney st.
J. A.....	Webster Street G.	Principal..	106 Bloomfield ave.
, Sarah L.....	Webster Street P.	Assistant .	106 Bloomfield ave.
on, Belle.....	Newton Street P.	"	351 Plane st.
k, Phebe.....	Lawrence St. G..	V. Prin'pal.	40 Columbia st.
Lydia W.....	Morton Street G.	Assistant .	Orange av., Irvington.
d, Juliette K.....	Roseville Ave. P.	"	177 North Seventh st.
, F. H.....	Washing'n St. G.	Principal..	49 Nelson place.
, Florence A.....	Franklin P.....	Assistant .	369 Summer ave.
, Frances M.....	Summer Ave. G..	"	174 Summer ave.
Laura L.....	Miller Street G..	"	50 Miller st.
, Mary G.....	Franklin P.....	"	5 Clay st.
r, Ida M.....	Oliver Street G...	1st Ass'nt.	15 Thomas st.
beck, Caroline Y...	Roseville Ave. P.	Assistant .	79 North Eleventh st.
M. Adelaide.....	Oliver Street G...	"	70 Brunswick st.
Julie W.....	Miller Street P...	"	70 Brunswick st.
Lottie H.....	13th Avenue P...	"	55 Howard st.
son, Annie.....	Hamburg Pl. P...	"	155 Wright st.
a, Mary A.....	Chestnut St. G...	H'd Ass'nt.	49 Columbia st.
a, Mary P.....	Summer Ave. P..	Assistant .	315 Belleville ave.
, Ellen A.....	Roseville Ave. P.	"	568 Orange st.
ura E.....	Camden Street P.	"	49 Nelson place.
lie A.....	Camden Street P.	"	49 Nelson place.
Mary L.....	South 10th St. P.	"	247 South Eighth st.
is, Carrie E.....	Central Avenue P.	"	253 South Eighth st.
is, Julia L.....	Lawrence St. P..	"	253 South Eighth st.
k, Caroline A. F...	Commerce St. P..	"	34 Park st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Holloway, Julia S.....	Washing'n St. G.	Assistant	186 Washington st.
Hollum, Margaret.....	Central Ave. G...	1st Ass'nt.	175 James st.
Hoppaugh, Abbie J. ....	Walnut Street P..	Assistant	22 Franklin st.
Hoppaugh, Annie O.....	Oliver Street G...	"	29 Cottage st.
Hopping, Susie C.....	Hamburg Pl. P...	"	10 Pacific st.
Horchel, Jeanette T.....	South 10th St. P.	"	98½ Green st.
Horn, Matilda.....	Monmouth St. P.	"	131 Prince st.
Hovey, E. O., A. M., Ph.D.	High.....	Principal..	30 Orleans st.
Howard, Anna M.....	13th Avenue P...	Assistant	156 William st.
Howell, Pamela.....	Summer Ave. G...	"	373 Summer ave.
Hutchings, Carrie C.....	Walnut Street P.	H'd Ass'nt.	58 Hamilton st.
Hutchings, Emma L.....	Newton Street P.	V. Prin'pal.	South Orange, N. J.
Hymes, Sara L.....	So. Market St. P.	Assistant	43 Clinton st.
Iliff, C. Blanche.....	Hamburg Pl. Int.	"	23 Pacific st.
Ingalls, Bertha E.....	13th Avenue P...	"	29 Broad st.
Ingalsbe, Caroline A.....	18th Avenue P...	V. Prin'pal.	50 East Kinney st.
Issler, Emma A.....	Morton Street P..	H'd Ass'nt.	32 Nelson place.
Jackson, Hattie G.....	Washington St. P.	Assistant	88 Wakeman ave.
Jackson, Ida M.....	South 10th St. P.	"	299 Washington st.
Jenkinson, Harriet K.....	State Street P...	"	24 Baldwin st.
Johnson, Alice E.....	So. Market St. P.	V. Prin'pal.	69 Adams st.
Johnson, Alice I.....	Morton Street G.	Assistant	104 Thirteenth ave.
Johnson, Caroline.....	18th Avenue P...	"	278 Academy st.
Johnson, Jane E.....	Normal & Train'g Normal Dep't.	V. Prin'pal.	19 Bathgate place.
Johnson, Mrs. M. Louisa..	James Street Ind.	Assistant	23 So. Thirteenth st.
Jones, Laura.....	Hamburg Pl. P...	"	204 New st.
Kaiser, Carrie A. ....	Camden Street P.	"	272 South Ninth st.
Kayser, Chas. F.....	High.....	1st Ass'nt.	52 Nelson place.
Keene, Ednah J.....	Monmouth St. P.	Assistant	102 Warren st.
Kempf, Emily M.....	Summer Ave. G...	1st Ass'nt.	39½ Sixth ave.
Kennedy, J. Wilmer.....	Miller Street G...	Principal..	3 Emmet st.
Kent, Caroline J.....	James Street Ind.	Assistant	102 Ridgewood ave.
Kerns, M. Lizzie.....	Burnet Street G...	1st Ass'nt.	21 Halsey st.
Kinsey, Elizabeth D.....	Lawrence St. G...	"	10 South st.
Kirk, Isabel M.....	Oliver Street P...	Assistant	111 Mechanic st.
Kirkpatrick, Mary D.....	South Street P...	"	58 New York ave.
Kitchell, Agnes.....	Webster Street P.	"	247 Broad st.
Klotz, Elizabeth D.....	Franklin P.....	"	26 State st.
Landmesser, Elizabeth....	State Street P....	"	47 Plane st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
ury.....	Burnet Street G..	1st Ass'nt.	35 Nichols st.
nnie J.....	Washing'n St. G.	"	53 Academy st.
N.....	Miller Street P...	H'd Ass'nt.	South Orange, N. J.
J. ....	Lawrence St. P.	Assistant	83 Columbia st.
ret A.....	13th Avenue P...	"	83 Columbia st.
nie.....	South Street P.	"	211 Thomas st.
beth A.....	So. Market St. G.	1st Ass'nt.	53 Jefferson st.
.....	Central Avenue P.	Assistant	105 Wickliffe st.
Ph.B.....	High.....	1st Ass'nt.	464 Orange st.
I.....	Wickliffe Street P.	Assistant	73 Warren st.
elle.....	Oliver Street P...	"	212 Summer ave.
a.....	South 10th St. P.	"	5 Arch st.
E.....	Oliver Street G..	"	87 Union st.
id.....	Chestnut St. G...	Principal..	193 South Sixth st.
n C.....	Chestnut Street P.	Assistant	24 Astor st.
P.....	Walnut Street P.	"	11 East Park st.
.....	Marshall Street P.	"	16 Oak st.
Axford.....	Oliver Street G..	"	98 Green st.
C., A. M.....	High.....	1st Ass'nt.	36 Kearney st.
Annie H.....	South 10th St. P.	Assistant	163 Fairmount ave.
na M.....	South 10th St. P.	"	117 Wickliffe st.
ecca.....	Newton Street G.	1st Ass'nt.	117 Wickliffe st.
bie P.....	Wickliffe Street P.	Assistant	162 Garside st.
delina.....	Colored .....	"	43 Bank st.
nnie I.....	Lawrence St. P.	"	942 Broad st.
ie.....	Lawrence St. P.	V. Prin'pal.	16 Summit st.
ice A.....	Elliot Street P...	Principal..	66 Taylor st.
y A.....	North 7th St. P.	Assistant	203 North Sixth st.
n L.....	Clover Street Ind.	"	17 Oak st.
.....	Lafayette St. P...	"	19 Lombardy st.
.....	High Annex....	3d Ass'nt..	19 Lombardy st.
E.....	Burnet Street P.	Assistant	19 Lombardy st.
B.....	Webster Street G.	"	230 Garside st.
a.....	South 8th St. G.	"	99 Congress st.
ide D.....	Lock Street P.	"	137 Bank st.
M.....	Chestnut Street P.	V. Prin'pal.	33 Orchard st.
ne D.....	Wickliffe Street P.	Assistant	137 Bank st.
M.....	Walnut Street P.	"	214 Mulberry st.
a.....	Newton Street G.	"	58 South Orange ave.
A.....	Lafayette St. G..	"	218 Walnut st.
E.....	13th Avenue P...	"	87 Wickliffe st.
eth.....	18th Avenue P...	"	58 Wright st.
eth N.....	Hamburg Pl. P...	"	41 Essex st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Moore, Hannah.....	South Street P...	H'd Ass'nt.	118 Miller st.
Moore, Lizzie A.....	South Street P...	Assistant .	140 Emmet st.
Moore, M. Alice.....	Miller Street G..	"	24 Wakeman ave.
Moorhouse, Mary J.....	Lafayette St. G..	H'd Ass'nt.	221 Mulberry st.
Morehouse, Carrie E.....	Miller Street P...	Assistant .	70 Murray st.
Morgan, Emma.....	Newton Street G.	"	18 Mercer st.
Morgan, Maria E.....	Central Ave. G...	V. Prin'pal.	122 North Sixth st.
Morris, M. Jennie.....	Miller Street G..	1st Ass'nt.	132 Pennsylvania ave.
Morrison, Ida J.....	Franklin P.....	Assistant .	40 Wakeman ave.
Mullison, Harriet W.....	Clover Street Ind.	Principal..	104 Court st.
Murphy, Eliza.....	Summer Ave. G..	V. Prin'pal.	359½ Summer ave.
Myer, Eva.....	State Street P...	"	8 State st.
Myrick, Eliza J.....	Elliot Street P...	Assistant .	154 High st.
Nebinger, Mary G.....	Chestnut Street P.	"	504A Washington st.
Olmstead, Mary, A. B....	High.....	Teacher of Rhetoric, Male De'pt	17 West Park st.
O'Rourke, Mary A.....	Hamburg Pl. P...	Assistant .	98 Washington st.
Ortland, Emma E.....	18th Avenue G..	"	43 West st.
Osborne, Clara L.....	Monmouth St. P.	"	83 Court st.
Parker, Isabel *A.....	Burnet Street G..	"	21 Halsey st.
Parker, Mary M.....	South Street P...	"	107 Thomas st.
Peck, Adelaide.....	Miller Street G..	"	122 Brunswick st.
Peal, Amelia E.....	13th Avenue P...	"	87 Walnut st.
Peer, E. Jane.....	18th Avenue G..	"	127 Arlington st.
Peters, Minnie L.....	Wickliffe St. An'x	"	328 High st.
Pierson, Eliza H.....	Lawrence St. G..	"	221 Mulberry st.
Poiner, Alice B., A. B....	High.....	3d Ass'nt..	41 South st.
Potter, S Emily.....	Washington St. P.	V. Prin'pal.	14 Linden st.
Price, Lillian L.....	Morton Street P.	Assistant .	17 West Park st.
Price, Mary H.....	Monmouth St. P.	"	303 Belleville ave.
Provost, Anna M.....	Elliot Street P...	"	37 Rowland st.
Putnam, Ella E.....	High.....	3d Ass'nt..	66 Oriental st.
Quinlan, James M., A. M..	High.....	1st Ass'nt.	506 Summer ave.
Quinlan, Margaret G.....	Elliot Street P...	Assistant .	506 Summer ave.
Randall, G. Adelaide. ...	South Street P...	"	84 Prospect st.
Rarick, Isadora B.....	Chestnut St. G..	"	96 Sheffield st.
Rasch, Margaret A.....	18th Avenue P...	"	167 Boyd st.
Rawle, Anne Isabel.....	Monmouth St. P.	"	7 Atlantic st.



## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ella A. ....	Hamburg Pl. P. . .	Assistant .	110½ Bleecker st.
M. Emma. ....	Burnet Street G. .	"	11 Linden st.
Virginia R. ....	State Street P. . .	"	89 New st.
ds, Lucy A. ....	Elliot Street P. . .	"	21 Taylor st.
ds, Mary H. ....	High. ....	2d Ass'nt. .	21 Taylor st.
dson, Marion. ....	Chestnut Street P. .	Assistant .	21 Pennsylvania ave.
r, Marietta. ....	So. Market St. G. .	"	68 Mt. Pleasant ave.
Margaret R. ....	Houston Street P. .	H'd Ass'nt. .	100 Pacific st.
Kate. ....	Oliver Street G. . .	Assistant .	39 Chestnut st.
ne, Mary E. ....	Miller Street G. . .	V. Prin'pal .	23 Chestnut st.
Gertrude E. ....	South 8th St. G. .	1st Ass'nt. .	38 Nelson place.
l, Ida. ....	Monmouth St. P. .	Assistant .	10 Belmont ave.
Wm. C. ....	High. ....	1st Ass'nt. .	17 Cedar st.
nt, Ada E. ....	Normal & Train'g. Training Dep't.	Assistant .	192 Summer ave.
rell, Annie M. ....	Hamburg Pl. P. . .	"	547 Twelfth ave.
Ann E. ....	Wickliffe Street P. .	Principal. .	370 Bank st.
E. Louise. ....	Franklin P. ....	Assistant .	186 Belleville ave.
Laura B. ....	Camden Street P. .	V. Prin'pal .	6 Gould ave.
t, Augustus. ....	South 8th St. G. . .	Principal. .	56 South Eleventh st.
t, Sarah B. ....	Roseville Ave. P. .	"	56 South Eleventh st.
der, Emma D. ....	Summer Ave. G. . .	1st Ass'nt. .	33 Clark st.
e, Otto H. ....	Morton Street G. .	Principal. .	64 Alpine st.
b, Clara. ....	Marshall Street P. .	Assistant .	498 Washington st.
d, Edwin. ....	Oliver Street G. . .	Principal. .	77 Court st.
ood, Mrs. Isadore M. .	High. ....	1st Ass'nt. .	3 Linden st.
s, Harriet E. ....	Newton Street G. .	Assistant .	144 Garside st.
m, Amy. ....	Franklin P. ....	"	2 Gouverneur st.
emma F. ....	Chestnut St. G. . .	1st Ass'nt. .	48 Tichenor st.
r, M. Adaline. ....	South 10th St. P. .	Assistant .	83 Ferry st.
Sarah J. ....	Webster Street P. .	V. Prin'pal .	94 Bloomfield ave.
y, Flora E. ....	Newton Street P. .	Assistant .	151 Thirteenth ave.
Mrs. C. L. D. ....	Lafayette St. G. . .	V. Prin'pal .	177 Quitman st.
Cora C. ....	Chestnut St. G. . .	Assistant .	157 Quitman st.
Elizabeth J. ....	South 10th St. P. .	"	118 Hunterdon st.
Emily A. ....	South 10th St. Int.	"	44 Murray st.
Emma J. ....	Chestnut St. G. . .	V. Prin'pal .	18 Franklin st.
Mrs. Fannie W. ....	Newton Street G. .	"	122 Wickliffe st.
Ida E. ....	Morton Street P. .	Assistant .	16 Hampden st.
Martha C. ....	South Street P. . .	"	81 Pennsylvania ave.
May G. ....	Morton Street P. .	"	31 Kearney st.
Annie M. ....	18th Avenue P. . .	"	95 Sherman ave.
George C. ....	High. ....	1st Ass'nt. .	29 Clark st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Sonn, Lydia K.....	State Street P....	Assistant	71 Belleville ave.
Speer, Matilda J.....	18th Avenue G....	"	45 Astor st.
Spinning, Maria L.....	Morton Street G....	1st Ass'nt.	33 Franklin st.
Squire, M. Irene.....	Monmouth St. P....	Assistant	26 Nelson place.
Starkweather, Minnie C....	Burnet Street P....	"	55 Mulberry st.
Steele, Fannie.....	Oliver Street G....	1st Ass'nt.	128 Monmouth st.
Steele, Susie.....	Oliver Street G....	V. Prin'pal.	128 Monmouth st.
Stephens, Carrie V.....	So. Tenth St. Int.	Assistant	44 Murray st.
Stickney, M. Ada.....	Morton Street P....	"	65 South Orange av
Stites, Belle S.....	Lafayette St. P....	"	101 Jefferson st.
Stites, Dora A.....	Lafayette St. P....	V. Prin'pal.	101 Jefferson st.
Stonelake, Olivia E.....	Normal & Train'g, Training Dep't.	Assistant	1001 Broad st.
Stout, Helen L.....	Monmouth St. P....	"	173 Quitman st.
Strieby, Mary.....	Webster Street P....	"	68 Park place.
Stringer, Elizabeth M....	Washing'n St. G....	"	51 Avon ave.
Sturgis, Emma M.....	State Street P....	"	198 Plane st.
Summers, Jennie.....	Burnet Street P....	"	208 Main st., Orang
Sutphen, Julia A.....	Miller Street P....	"	178 Brunswick st.
Sweasy, M. Augusta.....	Normal & Train'g, Training Dep't.	"	122 Wickliffe st.
Symons, Evelyn S.....	Oliver Street P....	"	184 Walnut st.
Taylor, A. V., A. B. ....	High.....	"	69 Sherman ave.
Taylor, Geo. O. F.....	Central Ave. G....	Principal..	69 Sherman ave.
Taylor, Sarah G. A.....	South 8th St. G....	Assistant	355 Washington st
Terwilliger, J. L.....	Camden Street P....	Principal..	228 South Sixth st.
Thomas, Emily B.....	Colored .....	Assistant	741 Broad st.
Thompson, Elizabeth L....	Lafayette St. G....	"	48 East Kinney st.
Thompson, Hattie.....	18th Avenue P....	"	102 Pennsylvania a
Thompson, Nellie B.....	Washing'n St. G....	1st Ass'nt.	102 Pennsylvania a
Thurber, Lewis W.....	South Street P....	Principal..	116 Stone st.
Tompkins, Florence.....	Webster Street P....	Assistant	37 Lincoln ave.
Tucker, Lizzie D.....	Oliver Street P....	"	48 Nelson place.
Umbach, Minnie L.....	Miller Street G....	"	71 Emmet st.
Urlick, Wm. P. B.....	So. Market St. G....	Principal..	244 Lafayette st.
Utter, Ella D.....	So. Market St. P....	Assistant	112 Green st.
Valentine, Emma C.....	Chestnut Street P....	"	365 Mulberry st.
Van Houten, Lizzie L....	Monmouth St. P....	"	62 Waverly place.
Van Houten, Sadie E.....	18th Avenue P....	"	35 Wright st.
Van Nortwick, Cornelia A.	Chestnut St. G....	"	173 Quitman st.
Vinson, Ida A.....	Lafayette St. G....	"	15 Hill st.

## TEACHERS—CONTINUED.

NAME	SCHOOL.	RANK.	ADDRESS.
L. ....	13th Avenue P...	H'd Ass't.	837 Broad st.
, Minnie.....	Commerce St. P..	Assistant	125 Plane st.
Eva M.....	Central Avenue P.	"	131 Bleecker st.
M. Louisa.....	Normal & Train'g. Training Dep't.	V. Prin'pal.	148 Washington st.
ury E.....	So. Market St. G.	"	9 Linden st.
rah J.....	Lafayette St. P...	Assistant	1020 Broad st.
Amilla.....	Roseville Ave. P.	"	73 North Fourth st.
ssie G.....	South 8th St. P...	"	55 Myrtle ave.
nie R.....	South 10th St. P.	"	24 Franklin st.
re, Addie B....	Washington St. P.	"	17 Court st.
M. Eliza.....	Walnut Street P.	"	106 Pennington st.
Josephine A....	Hamburg Pl. P...	"	21 Hillside ave.
Emma R. ....	Monmouth St. P.	"	38 Warren place.
Ida L.....	Walnut Street P.	"	195 Walnut st.
lle B.....	Summer Ave. P.	"	377 Summer ave.
s. Martha S....	Summer Ave. G.	1st Ass't.	377 Summer ave.
lbert B.....	13th Avenue P...	Principal	206 South Sixth st.
usie M.....	Monmouth St. P.	Assistant	27 Monmouth st.
Lizzie H.....	Marshall Street P.	"	20 Court st.
ara A.....	Lafayette St. P...	"	38 Grove st.
vie A.....	Camden Street P.	"	38 Grove st.
sephine H.....	Roseville Ave. P.	"	181 North Sixth st.
d, Emma F. ....	Morton Street P.	"	79 Court st.
ary.....	North 7th St. P.	Principal	256 North Seventh st.
Elizabeth.....	South 8th St. G..	Assistant	105 North Seventh st.
a.....	Lafayette St. P...	"	58 Pacific st.
lice E.....	Houston Street P.	"	295 East Kinney st.
melia R.....	Normal & Train'g. Training Dep't.	"	52 Belleville ave.
ary A.....	South Street P...	"	295 East Kinney st.



SALARIES.

## Schedule of Teachers' Salaries,

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

GRADE.	1st Year.	2d Year.	Maxim'
<b>NORMAL AND TRAINING SCHOOL.</b>			
Principal—Male . . . . .			\$1,800
Normal Department—			
Vice-Principal—Female . . . . .			1,300
Training Department—			
Vice-Principal—Female . . . . .	\$700 00		800
Assistant, " . . . . .	500 00	\$575 00	650
<b>HIGH SCHOOL.</b>			
Principal—Male . . . . .			2,400
First Assistant—Male . . . . .	1,400 00		1,600
Second " " . . . . .	1,200 00		1,300
Vice-Principal—Female . . . . .			1,500
Teacher of Rhetoric (Male Dept.),			
Female . . . . .			1,100
*First Assistant—Female . . . . .	900 00		1,000
Second " " . . . . .	800 00		900
Third " " . . . . .	700 00		800
<b>GRAMMAR SCHOOLS.</b>			
Principal—Male . . . . .			2,000
Vice-Principal—Male . . . . .	1,100 00		1,200
Vice-Principal—Female . . . . .	900 00		1,000
Head Assistant, " . . . . .			800
†First " " . . . . .			700
Assistant, " . . . . .	500 00	575 00	650
<b>INTERMEDIATE SCHOOLS.</b>			
Principal—Male . . . . .			1,900
Vice-Principal—Female . . . . .	800 00		900
Assistant, " . . . . .	500 00	575 00	650

## SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	Maxim'm.
<b>PRIMARY SCHOOLS</b>			
Principal—Male .....			\$1,500 00
Principal (6 classes and upwards), Female .....			1,000 00
Principal (less than 6 classes), Female .....			850 00
Vice-Principal—Female .....	\$700 00		800 00
Head Assistant, " .....			700 00
Assistant, " .....	425 00	\$500 00	600 00
Temporary Assistant Female.. }	3 months at \$30.	4 months at \$35.	3 months at \$40.
<b>INDUSTRIAL SCHOOLS.</b>			
Principal—Female .....			700 00
Assistant, " .....	425 00	500 00	600 00
<b>COLORED SCHOOL.</b>			
Principal—Male .....			1,500 00
Assistant—Female .....	425 00	500 00	600 00
<b>SPECIAL.</b>			
Drawing Teacher—Female .....			1,100 00
<b>EVENING SCHOOLS.</b>			
Principal—Male .....	\$50 per month.		
Assistant—Male or Female .....	\$30 and	\$35 per	month.

NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

\* First Assistants in the Female Department of the High School who teach full senior grade division, shall receive \$10 per month additional salary while teaching such division.

† First Assistants and Head Assistants teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

All Assistants in Primary Schools or Primary Departments teaching full grade grammar classes, shall receive grammar school salary while teaching such grade.

‡ Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.





## **COURSE OF INSTRUCTION.**



## MANUAL OF INSTRUCTION--PRIMARY DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer. Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School } What can be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Writing on slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued; form, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on Multiplication table; exercises in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing, No. 1. Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, Nos. 3 and 4. Map Drawing.	Occupations of men, women and children, manufactured articles; conveyance on land and water; qualities: human body, with its parts and uses.	Writing, books No. 2 and 3. Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self control.

## MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Elementary lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Graded lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, L. C. No. 5, S. C.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Graded lessons in English; exercises in Composition.	To events of 1777.	Nos. 5 and 6 Graphic, L. C.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Graded lessons in English; Declamation and Composition.	From events of 1777 to end of book.	No. 7, L. C.; Graphic Blank.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day.  
Industrial Drawing twice each week and Writing three times.

# NORMAL AND TRAINING SCHOOL. NORMAL DEPARTMENT. COURSE FOR FIRST YEAR.

FIRST TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]</p>	<p>Physical Geography on the basis of geographical and historical study and teaching.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
SECOND TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>		<p>Physiology and Hygiene as applied to the school-room.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
THIRD TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Critical reading of Political Economy. To be accompanied with essay and composition work.</p>	<p>Lectures on the Science and Philosophy of Education and the Methods of Instruction to be continued through the year.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>

## COURSE FOR SECOND YEAR.

FIRST TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the History, Philosophy and Science of Education and the Methods of Instruction. Botany. Music. Physical Culture. Drawing.
SECOND TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the General Principles of School Management. Botany. Music. Physical Culture. Drawing.
THIRD TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	Review of the general Principles and Methods of Teaching, and School Management.	Literature, including selections from writers in the Fine Arts and Poetry.	Lectures and discussions of educational works and educational questions. Music. Physical Culture. Drawing.

In addition to the above course, each pupil in the Normal and Training School is required to spend at least eight weeks of each

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.		Book-keeping ; Pen- manship and Com- mercial Correspond- ence.	German. German. German or Physiology.
1st Term.	Arithmetic.		
2d Term.	Arithmetic.		
3d Term.	Arithmetic.		
2D YEAR.		Book-keeping ; Com- mercial Law and Cor- respondence and Civil Government.	German. German. German or Natural Philosophy.
1st Term.	Algebra.		
2d Term.	Algebra.		
3d Term.	Algebra.		

Language Lessons, Composition and Declamation through the course.  
Drawing, optional.

## MANUAL OF INSTRUCTION—HIGH SCHOOL

## CLASSICAL COURSE—(FOUR YEARS).

<b>1ST YEAR.</b>			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography
3d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography
<b>2D YEAR.</b>			
1st Term.	Algebra.	Cæsar.	Greek Grammar and Les
2d Term.	Algebra.	Cæsar.	Greek Grammar and Les
3d Term.	Algebra.	(Latin Prose.)	Greek Grammar and Les
<b>3D YEAR.</b>			
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Cicero.	Anabasis.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Anabasis. (Greek Prose and Histu
<b>4TH YEAR.</b>			
1st Term.	Geometry.	Virgil's Æneid.	Iliad.
2d Term.	Trigonometry, or German.	Georgics, Bucolics.	Iliad.
3d Term.	Review.	Roman History and Review.	Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may Geometry and Trigonometry and take German instead.



## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Natural Philosophy. Natural Philosophy. Natural Philosophy.
3D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Cicero. Cicero Virgil's Æneid. (Latin Prose.) or German.	General History. Political Economy. Political Economy.
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	Virgil's Æneid. Georgics, Bucolics. Roman History and Review or German.	Chemistry. Chemistry. Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS).

<b>1ST YEAR.</b>			
1st Term.	Arithmetic, $\frac{1}{2}$ yr.	Latin Gram., Lessons.	Physiology.
2d Term.		Latin Gram., Lessons.	Physiology.
3d Term.	Algebra, $\frac{1}{2}$ year.	Latin Gram., Lessons, or German.	Botany.
<b>2D YEAR.</b>			
1st Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar, or German.	Natural Philosophy.
<b>3D YEAR.</b>			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar, or German.	Rhetoric.
<b>4TH YEAR.</b>			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil, or German.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Compositions and Recitation through the course.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## ENGLISH COURSE--(FOUR YEARS).

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Book-keeping, Penman- ship and Commercial Correspondence.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Book-keeping, Com- mercial Law and Cor- respondence and Civil Government.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
3D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Rhetoric, $\frac{1}{2}$ year. Chemistry, $\frac{1}{4}$ year.	General History. Political Economy. Political Economy.
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry, $\frac{1}{2}$ year. Geology, $\frac{1}{4}$ year.

Language Lessons, Drawing, Composition and Declamation through the course.

## MANUAL OF INSTRUCTION—CONTINUED.

## DISTRIBUTION OF WORK.

## PRIMARY DEPARTMENT.

## ARITHMETIC.

## FOURTH GRADE.

*First Term.*—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1's equal 2, 5 *plus* 1 *equals* 6, three 2's *equal* 6, two 3's *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2's in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

*Second Term.*—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

*Third Term.*—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, —, ×, ÷, ) (, =. Give many simple questions, as: John has four apples and William has 5; how many have both? What will four lemons cost at

4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. Use objects when necessary.

### THIRD GRADE.

*First Term.*—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has three apples; how many have both? What costs 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 *minus—equals* 5, three 2's *equal—*? Drill the class in rapid slate work, as: 3 *plus* 7, or 4 *plus* 6, or two 5's or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number. No careless work should be allowed. Objects may be used for illustration.

*Second Term.*—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ . As  $\frac{1}{3}$  of 12 *equals* 4. No careless work should be allowed. Objects may be used for illustration.

*Third Term.*—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of fractional parts,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . As:  $\frac{1}{10}$  of 20 = 2. Continue the use of objects for illustration.

## Fish's Arithmetic, No. 1.

## SECOND GRADE.

*First Term.*—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

*Second Term.*—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost ; 3 gills ; 4 gills ; 1 pint, etc.? Teach these tables objectively.

*Third Term.*—Review previous work and advance to 100. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

## FIRST GRADE.

*First Term.*—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and

written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

*Second Term.*—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs \$2.36, what will 2 bushels cost ; 2 pecks, etc. ? If 5 gallons cost \$23.40, what will 1 gallon cost ? Exercise the pupils in combining and separating fractions of the same name. Ex.:  $\frac{3}{4}$  plus  $\frac{1}{4}$  equals how many fourths ;  $\frac{7}{8}$  minus  $\frac{1}{8}$  equals how many eighths ? Give mental arithmetic examples involving the principles taught in the slate work.

*Third Term.*—Review fundamental rules. Continue practical examples, as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour, how much will he earn in 3 hours ; in  $5\frac{1}{2}$  hours ; in  $\frac{1}{2}$  hour ? Give mental arithmetic examples involving the principles taught in the slate work.

## LANGUAGE.

### Elementary Lessons in English.

#### FOURTH GRADE.

*Talking or Conversation Lessons.*—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture ; also to tell little stories the pupil has heard read or told.

*Written Work.*—Teach the pupil to write his name, the name of the street he lives in, the name of the city ; also write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

### THIRD GRADE.

*Conversation Lessons.*—These will be continued during the entire year with the general aim : the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

*Means.*—Reproducing the reading lesson ; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

*Written Work.*—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

### Hyde's Practical Lessons in English, Book I.

### SECOND GRADE.

*First Term.*—Take lessons 1 to lesson 22, page 22.

*Second Term.*—Take lessons 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

*Third Term.*—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

*Conversation Lessons.*—These continued throughout the year. Reproduction of reading lessons or other matter read short stories about objects or pictures. Have the pupils tell



what they saw on the way to or from school. Be careful to secure complete and well-formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

*Written Work.*—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

#### FIRST GRADE.

*First Term.*—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

*Second Term.*—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

*Third Term.*—Take lessons 23, Part Second, page 80, to lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

*Conversation Lessons.*—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

*Written Work.*—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

## GEOGRAPHY.

## THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys etc.

## Swinton's Introductory.

## SECOND GRADE.

*First Term.—School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

*Second Term.—Essex County*. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

*Third Term.—State of New Jersey*. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that continents and oceans form the surface of the

earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course.

#### FIRST GRADE.

*First Term.*—Review previous work by reading and conversational lessons on the first fifteen pages of the Introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

*Second Term.*—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

*Third Term.*—Review. Take the Southern States, Eastern division, pages 45 to 47, inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

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#### READING.

#### FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the

word and phonic methods, use objects, pictures and sketch upon the board. Lead the children to talk freely about the lesson.

#### THIRD GRADE.

Finish Primer and First Reader ; spell all the words. Phonic exercises and Spelling. Classify words according to similar sounds : cat, rat, hat, man, pan, ran, run, sum, etc.

#### SECOND GRADE.

Second Reader. Supplementary Readers. Spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper utterance of any kind.

#### FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic spelling ; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms, great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give especial care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

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### WRITING.

#### FOURTH GRADE.

Printing or writing simple copies from the blackboard on the slate.

#### THIRD GRADE.

Writing on the slate or exercise paper ; writing the name of the pupil, etc.

**SECOND GRADE.**

Graphic System, shorter course, No. 1.

Two books during the year, with use of practice paper.

**FIRST GRADE.**

Graphic System, No. 2, S. C., first half year.

Graphic System, No. 3, S. C., second half year.

Two books during the year.

~~E~~ The pencils, pen and ink should always be kept in a proper condition for use. All the written work, as well as the regular writing lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

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**DRAWING.****FOURTH GRADE.**

Cards, First Series with Manual.

**THIRD GRADE.**

Cards, Second Series with Manual.

**SECOND GRADE.**

Drawing Books, Nos. 1 and 2.

**FIRST GRADE.**

Drawing Books, Nos. 3 and 4.

Drawing models, modeling clay.

Colored paper.

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**PHYSIOLOGY.****Oral Lessons.****FOURTH GRADE.**

The teacher will call the attention of the children to their bodies as a whole; what they can do with them; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work and simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

*Breathing.*—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

*Drinking.*—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

*Eating.*—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

*Cleanliness.*—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

#### THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

#### SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

#### FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

*Bones and Muscles.*—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

## MUSIC.

## Jepson's Music Reader. Book First.

## FOURTH GRADE.

*First Term.*—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

*Second Term.*—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercises on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

*Third Term.*—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122, and 124.

## THIRD GRADE.

*First Term.*—Beginning at chapter XVI, page 31, take to chapter XXVII, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

*Second Term.*—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

*Third Term.*—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

## SECOND GRADE.

*First Term.*—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.



*Second Term.*—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

*Third Term.*—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

#### FIRST GRADE.

*First Term.*—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

*Second Term.*—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

*Third Term.*—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

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### ORAL LESSONS.

#### FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen ?  
What cannot be seen ?

Animals, domestic ; days of the week, months of the year, time on the face of the clock ; parts of the human body.

#### THIRD GRADE.

Objects at home and at school ; parts of the human body, with their uses ; distance, direction, time continued ; form, size, color, illustrated by objects.

## SECOND GRADE.

Trees, plants and flowers ; qualities ; form, size and color ; human body with its parts : senses, and the laws of health ; tables of weights and measures ; articles we buy at the grocers'.

## FIRST GRADE.

Occupation of men, women and children ; manufacture of articles ; conveyance on land and water ; human body, with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for object lessons and conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

## GRAMMAR DEPARTMENT.

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### ARITHMETIC.

**Fish's No. 2.**

#### FOURTH GRADE.

*First Term.*—Exercises in notation and numeration, three periods; in decimals, tenths, hundredths, thousandths. Practical examples applying the fundamental rules, using whole numbers, decimals, in addition and subtraction, and United States money, pages 7 to 70. Take fractional parts of numbers. Mental Arithmetic, lessons 17 to 22, inclusive.

*Second Term.*—Review previous work. Continue decimals and United States money, pages 114 to 123. Write, compute and receipt bills of goods. Examples: pages 45, 46, 134, 135. Factoring and cancellation, pages 63 to 73, inclusive. Teach liquid and dry measures, with simple, practical examples, as: the cost of one gill may be given to find the cost of 1 pint, 1 quart, 1 gallon. Mental Arithmetic, lessons 23 to 25 inclusive.

*Third Term.*—Review. Exercise the class in simple examples in addition and subtraction of fractions. Keep up constant review of the fundamental rules, pages 123 to 131. Mental Arithmetic lessons, review, and take lesson 26.

#### THIRD GRADE.

*First Term.*—Review fourth grade work. In decimals, teach millionths. Continue practical examples, using whole numbers, decimals and United States money. Take fractions, from pages 70 to 99. Mental Arithmetic, lessons 25 to 28, inclusive, the linear, surface and cubic measures.

*Second Term.*—Review. Complete addition, subtraction, multiplication and division of decimal and common fractions from page 99 to 126. Continue exercises in the fundamental rules of addition, subtraction and multiplication, using whole numbers, decimals and United States money. Mental Arithmetic, lessons 29 to 31, inclusive, and the tables of dry and liquid measures.

*Third Term.*—Review. Take pages 127 to 136. Continue exercises in writing, computing and receipting bills of goods. Mental Arithmetic, lessons 32 to 33, inclusive.

#### SECOND GRADE.

*First Term.*—Review third grade work. Continue practice examples, using whole numbers, decimals and United States money. Give practical examples involving addition, subtraction, multiplication and division of fractions. Compound numbers, from page 137 to 158; omit surveyors' measures. Mental Arithmetic, lessons 33 to 34, inclusive, and all the tables.

*Second Term.*—Review. Complete compound numbers from page 158 to 173. Give exercises in bills, as in fourth grade. Mental Arithmetic, lessons 35 to 37, inclusive, and all the tables.

**NOTE.**—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc., etc.

*Third Term.*—Review all previous work, especially fractions, common and decimal, and compound numbers. Mental Arithmetic, review work of first and second terms, and take lessons 38 and 39.

**Fish's Arithmetic, No. 2.****FIRST GRADE.**

*First Term.*—Review the work done in the preceding grades, and complete percentage to interest, page 198. Mental Arithmetic, lessons 40 to 43, inclusive, and all the tables.

*Second Term.*—Review. Complete interest to stocks and investments, page 221. Mental Arithmetic, lessons 44 to 47, inclusive, and all the tables as found in Fish's Arithmetic.

*Third Term.*—Take from page 221 to page 245, with thorough review. Prove all work. Mental Arithmetic, lessons 48 to 51, inclusive.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

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**LANGUAGE.****Hyde's Practical Lessons in English. Book I.****FOURTH GRADE.**

*First Term.*—Take lessons 28, page 87, to lesson 42, page 101.

*Second Term.*—Take lessons 42, page 101, and complete the book.

*Third Term.*—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

*Oral Work.*—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

**Written Work.**—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

**NOTE.**—The lessons 39, 40 and 41 on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

### **Hyde's Practical Lessons in English. Book II.**

#### **THIRD GRADE.**

**First Term.**—From beginning of book to lesson 23, page 41 -

**Second Term.**—Take lesson 23, page 41, to lesson 37, page 66, with review.

**Third Term.**—Take lesson 37, page 66, to lesson 45, page 80, with review.

#### **SECOND GRADE.**

**First Term.**—Take lessons 42, page 75, to lesson 56, page 100. Review.

**Second Term.**—Take lessons 56, page 100, to lesson 67, page 122. Review.

**Third Term.**—Take lessons 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

#### **FIRST GRADE.**

**First Term.**—Take lessons 78, page 136, to lesson 92, page 157. Review.

**Second Term.**—Take from lesson 92, page 157, and complete Part Third,

*Third Term.*—Review the entire book, with special reference to etymology, composition and criticism, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

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## GEOGRAPHY.

### Swinton's Introductory.

#### FOURTH GRADE.

*First Term.*—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

*Second Term.*—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

*Third Term.*—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

## Swinton's Grammar School.

### THIRD GRADE.

*First Term.*—Continent of North America. Position, extent, general shape ; draw the map, page 18 ; teach details of outline and surroundings ; map questions, page 19 ; surface of highlands, plateaus, mountain systems, valleys, etc. Drainage of lakes, rivers, river systems, their uses, etc. ; soil, production of natural advantages for branches of industry ; climate, people of political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66 ; questions, page 67 ; description, pages 62 to 66, Use commercial map of the United States for reference ; also table on page 68. Compare the two continents.

*Second Term.*—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75 ; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

*Third Term.*—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

### SECOND GRADE.

*First Term.*—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions



between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

*Second Term.*—Review the political divisions and the commercial geography of the other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

*Third Term.*—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

#### FIRST GRADE.

*First Term.*—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

*Second Term.*—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

*Third Term.*—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

## HISTORY.

### Eggleston's U. S.

#### SECOND GRADE.

*First Term.*—Discoveries, Explorations, Colonial History—  
to the Spanish in Florida and the French in Canada, page 116—

*Second Term.*—From page 116 to the capture of Burgoyne's  
army, page 175.

*Third Term.*—Complete to page 213, and review.

#### FIRST GRADE.

*First Term.*—From page 213 to approach of Civil War,  
page 298.

*Second Term.*—From page 298 to Political Events, page 359.

*Third Term.*—Finish book, and review.

NOTE.—Only the most important dates and events should be  
memorized.

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## READING.

#### FOURTH GRADE.

Third Reader; spelling. Read United States History  
alternately with Reader.

#### THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United  
States History alternately with Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States,  
alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States,  
alternately.

NOTE.—The reading exercises through all the grades and terms  
should receive the most careful attention. They should never be  
omitted or set aside for other subjects. Supplementary reading will  
form a part of the course.

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SPELLING.

**Metcalf's Spelling and Language Book.**

FOURTH GRADE.

*First Term.*—From beginning to page 40.

*Second Term.*—From page 40 to page 50.

*Third Term.*—From page 50 to page 57.

Constant review.

THIRD GRADE.

*First Term.*—From page 57 to page 74.

*Second Term.*—From page 74 to page 85.

*Third Term.*—From page 85 to page 94.

Constant review.

SECOND GRADE.

*First Term.*—From page 94 to page 112.

*Second Term.*—From page 112 to page 127.

*Third Term.*—From page 127 to page 137.

Constant review.

#### FIRST GRADE.

*First Term.*—From page 137 to page 153.

*Second Term.*—From page 153 to page 165.

*Third Term.*—From page 165 to page 174.

Constant review.

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### WRITING.

#### FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.

Graphic System, No. 4, L. C., second half year.

Two books during the year.

#### THIRD GRADE.

Graphic System, No. 4, L. C., first half year.

Graphic System No. 5, S. C., second half year.

Two books during the year.

#### SECOND GRADE.

Graphic System, No. 5, L. C., first half year.

Graphic System, No. 6, L. C., second half year.

Two books during the year.

#### FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

## DRAWING.

## FOURTH GRADE.

No. 5, from September to February ; No. 6, from February to July.

## THIRD GRADE.

No. 7, throughout the year.

## SECOND GRADE.

No. 8, throughout the year.

## FIRST GRADE.

No. 9, throughout the year.

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 PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

*The Teeth.*—Their number, location, structure, use, abuse and care.

*The Digestive Process.*—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves of personal observation of the parts, organs and the various processes under consideration, going on in their bodies ; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

*Hygiene.*—The common or obvious laws of health.

## THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and illustrations to the progress and advancing age of the pupils.

*Blood.*—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body — when blood will flow. Call attention to the heart—its beating — and to the fact that it is the pumping engine of the body — also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

*Hygiene.*—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

## SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

*Respiration.*—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it ; also upon the evils of cramped or improper positions of the body affecting these organs.

## FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

*The Nervous System.*—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling ; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades, use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

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## MUSIC.

### Song Garden, No. 2.

A manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs) :

#### FOURTH GRADE.

*First Term.*—Paragraphs 1 to 76, inclusive.

*Second Term.*—Paragraphs 77 to 111, inclusive.

*Third Term.*—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

*First Term.*—Paragraphs 139 to 180, inclusive.

*Second Term.*—Paragraphs 181 to 207, inclusive.

*Third Term.*—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

*First Term.*—Paragraphs 228 to 255, inclusive.

*Second Term.*—Paragraphs 256 to 285, inclusive.

*Third Term.*—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

*First Term.*—Paragraphs 307 to 331, inclusive.

*Second Term.*—Paragraphs 332 to 360, inclusive.

*Third Term.*—Paragraphs 361 to 384, inclusive.



## COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

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This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each.

### DEPARTMENT OF MECHANICAL DRAWING.

#### FIRST YEAR.

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

#### SECOND YEAR

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by

plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

#### THIRD YEAR.

(a) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine; to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

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### DEPARTMENT OF ARCHITECTURAL DRAWING.

#### FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.
- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
- (b) Elevations.
- (c) Sections.
- (d) Perspective continued.

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DEPARTMENT OF FREE-HAND DRAWING AND  
ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects :

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (d) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast drawing.
- (d) Shading.

# COURSE OF STUDY FOR EVENING SCHOOLS.

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## FIRST GRADE.

### READING.

Fourth Reader ; History—Higginson's U. S. ; Miscellaneous ; Language Exercises. In alternation.

### WRITING.

Book-keeping ; Business Forms ; Correspondence, etc. In alternation.

### ARITHMETIC.

Mental Exercises ; Written Exercises ; Business Exercises ; Original Exercises. In alternation.

### ORAL LESSONS.

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate ; length, 15 to 20 minutes each evening.

## FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

SECOND GRADE.

READING.

Third or Fourth Reader ; History—Quackenbos' Elementary United States ; Language Exercises. In alternation.

WRITING.

Copy Book ; Business Forms ; Correspondence. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.  
Physiology—Structure, Function, Hygiene.  
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.  
Second Hour.—Miscellaneous Reading and Discussion.

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THIRD GRADE.

READING.

Second or Third Reader ; Exercises in Spelling ; Language Exercises. In alternation.

WRITING.

Copy Book ; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ;  
Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.  
Physiology—Structure, Function, Hygiene.  
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.  
Second Hour.—Miscellaneous Reading and Discussion.

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UNGRADED CLASS.

This class will receive instruction in Reading, Writing,  
Arithmetic, Spelling, Oral Lessons.

**SCHOOL BOOKS AND STATIONERY.**





## SCHOOL BOOKS AND STATIONERY.

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### PRIMARY SCHOOLS.

*Reading.*—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, First Advanced, Second, Second Advanced and Third Readers; Collard's Beginners' Reader, Part I; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States.

*Supplementary Readers.*—Ginn & Co.'s Classics for Children, viz.: Æsop's Fables; Kingsley's Greek Heroes; Irving's Sketch Book; Lamb's Tales from Shakespere; Lippincott & Co.'s Bert's Primer of Scientific Knowledge; Heath & Co.'s Sea Side and Way Side, Parts 1, 2, 3; Ivison, Blake-man & Co.'s Readings in Nature's Book; Seven American Classics; Book of Tales; Appleton & Co.'s Johonnot's Natural History Series—5 Books.

*Language.*—Whitney's Elementary English (Knox).

*Spelling.*—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words.

*Geography.*—Swinton's Introductory Geography; Cornell's Outline Maps; W. A. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 1 ; Giffin's Numeral Chart ; Gleason's Arithmetical Cards.

*Drawing.*—Walter Smith's Manual of Drawing, Parts I & II, and New Primary ; Smith's Primary Drawing Cards, First and Second Series ; Smith's Drawing Books, Nos. 1, 2, 3 and Drawing models, modeling clay, colored paper.

*Oral Lessons.*—Calkin's Primary Object Lessons ; Hooke Child's Book of Nature, Parts I, II and III ; Brown's Manual of Commerce ; Sheldon's Object Lessons.

*Music.*—Jepson's First Music Book.

*Writing.*—Graphic System of Writing.

*Stationery.*—David's, Stafford's Universal and Pomero Inks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Cover Teachers' Ink-stands ; Blotters ; Practice Paper for drawing and writing ; Slate Pencils ; Pencil holders ; Crayons ; Slate 5x7, 6x9, 6½x10 ; Numeral Frames ; Foolscap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometer Lead Pencils ; Diamond and Felt Rubber Erasers ; Graph Scrap Books ; Rubber Hand Stamps.

*Miscellaneous.*—Webster's Unabridged and National Dictionaries ; Joslyn's Globes ; Hooker's First Book in Physiology ; Song Garden, No. 2.

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## GRAMMAR SCHOOLS.

*Reading.*—Franklin Third, Third Advanced, New Third Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers ; Monroe's Third, Third Advanced and Fourth Readers ; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers ; Swinton's Third, Fourth and Fifth Readers.

Higginson's Young Folks' History of the United States ;  
Quackenbos' Elementary History of the United States.

Supplementary Readers.

*Language*.—Whitney's Elementary English (Knox) ; Hyde's Practical Lessons in use of English, Parts I and II.

*Spelling*.—Metcalf's Spelling and Language Book.

*Geography*.—Swinton's Introductory and Grammar School Geographies ; Cornell's Outline Maps ; W. A. and A. K. Johnston's Grand and Imperial Maps.

*Arithmetic*.—Fish's Arithmetic, No. 2 ; Greenleaf's Intellectual Arithmetic ; Gleason's Arithmetical Cards.

*History*.—Eggleston's United States History.

*Drawing*.—Walter Smith's Manual of Drawing, Parts II and III ; Smith's Drawing Books, Nos. 4, 5, 6, 7, 8 and 9 ; Drawing models, modeling clay ; colored paper.

*Music*.—Song Garden, No. 2 ; Musical Manual for Grammar Schools.

*Writing*.—Graphic System of Writing ; Meservey's Single-entry Book-keeping.

*Stationery*.—David's Stafford's Universal and Pomeroy's Inks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ; Teachers' Ink-stands ; Blotters ; Slate Pencils ; Lead Pencils ; Spelling Slates ; Slates, 6x9 and 6½x10 ; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled ; Practice Paper for Writing and Drawing ; Fools-cap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometers ; 12-inch Rulers ; Graphic Scrap Books ; Rubber Hand Stamps ; Prang's Compasses.

*Miscellaneous*.—Webster's Unabridged and National Dictionaries ; Fitz's Globes ; Joslyn's Globes ; Hooker's First Book in Physiology.

## HIGH SCHOOL.

*Mathematics.*—Franklin Written Arithmetic ; Greenleaf's Intellectual Arithmetic ; Thompson's Commercial Arithmetic ; Davies' University Algebra ; Brooks' Elementary Geometry ; Davies' Legendre ; Wentworth's Shorter Course Algebra ; Wentworth and Hill's Mathematical Problems ; Seaver and Walton's Franklin Algebra.

*Latin.*—Allen and Greenough's Grammar ; Leighton's Lessons ; Arnold's Prose Composition ; Jones' Prose Composition ; Chase and Stuart's Cæsar ; Chase and Stuart's Cicero ; Chase and Stuart's Virgil's Æneid ; Chase and Stuart's Virgil's Eclogues ; Pennell's Ancient Rome ; Easy Latin Stories ; Latin for Sight Reading ; Tetlow's Lessons ; Harkness' First Year in Latin ; Harkness' Grammar ; Leighton's History of Rome ; Kelsey's Cæsar ; Daniell's Latin Prose.

*Greek.*—Harkness' First Book ; Leighton's Lessons ; Goodwin's Grammar ; Jones' Prose Composition ; Boice's Xenophon's Anabasis ; Goodwin's Xenophon's Anabasis ; Owen's Homer's Iliad ; Boice's Homer's Iliad ; Pennell's Ancient Greece ; Moss's First Reader ; Smith's Smaller History of Greece ; Keep's Iliad.

*German.*—Stern's Studien und Plaudereien, Part I ; Worman's First Book ; Worman's Second Book ; Bernhardt's (German) Grammar and Reader.

*Natural Science.*—Hooker's Natural History ; Dana's Geological Story ; Lockyear's Astronomy ; Rolfe and Gillett's Hand-book of Natural Philosophy ; Steele's Physics ; Eliot and Storer's Elementary Chemistry ; Walker's Physiology and Hygiene ; Tracey's Physiology ; Gray's How Plants Grow ; Houston's Physical Geography ; Avery's Elements of Natural Philosophy.

*Language and Literature.*—Quackenbos' Rhetoric ; Quackenbos' First Lessons in Composition ; Gilmore's Art of

**E**xpression ; Backus' Shaw's English Literature ; Hill's **E**lements of Rhetoric and Composition ; Chittenden's **E**lements English Composition.

*Miscellaneous.*—Townsend's Civil Government ; Wayland's **P**olitical Economy, abridged ; Webster's Unabridged and **N**ational Dictionaries ; Bryant and Stratton's Common School **B**ook-keeping ; The Triumph ; Anderson's General History ; Carhart's Commercial Law ; Sandy's Book-keeping.

*Stationery.*—Same as for grammar schools, and in addition blank books for commercial department.

Drawing Models ; Modeling Clay ; Colored Paper.

#### ·NORMAL SCHOOL.

*Science.*—Porter's Elements of Intellectual Science ; Wayland's Moral Science.

*Reading.*—Cathcart's Literary Reader.

*Music.*—The Triumph ; Jepson's First Music Book.

*Stationery.*—Same as for Grammar Schools.



**INSTRUCTIONS FOR PREPARING CARDS,  
REPORTS, ETC.**





# INSTRUCTIONS

## FOR PREPARING CARDS, REPORTS, ETC.

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Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

### RULES FOR KEEPING RECORDS.

*First.*—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school ; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

*Second.*—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

*Third.*—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

*Fourth.*—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days ; the absence, however, shall be recorded while the name remains on the roll.

*Fifth.*—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

*Sixth.*—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules

*Seventh.*—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

*Eighth.*—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

*Ninth.*—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

#### DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

#### MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will

be excused. A pupil may be *excused* one day in each month for *sickness only*.

*Attendance.*—A pupil, if absent one day from sickness, will be marked 95 per cent. ; if absent one-half day, 97½ per cent. Such absence does not affect his percentage for scholarship or deportment ; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

#### YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy* nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of *which* the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

#### HONORARY PROMOTION AND GRADUATION.

"Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged 'Good,' shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certifi-

cate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

"Provided that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than 'Fair,' and—

"Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

"And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as 'Honorary.'

"No scholar shall be eligible to 'honorary graduation' whose 'deportment,' separately averaged, does not average 'good.'"

"All promotions shall be conditioned as follows :

"Any pupil who shall fail to sustain 'Fair' standing in the grade, upon the report of the class teacher to the school Principal, and upon the 'advice' of such Principal, after personal examination of the case, may, with the 'approval' of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs."

STATISTICS.



## CENSUS, 1889.

## SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. of Children.
First.....	Roswell Davis.....	2,460
Second.....	James Wilkinson.....	2,322
Third.....	E. J. Merrell.....	1,497
Fourth.....	Peter Bey.....	1,984
Fifth.....	James Gilsenan.....	1,634
Sixth.....	Frank Blaufuss.....	8,198
Seventh.....	John Vaughan.....	2,343
Eighth.....	F. N. Mandeville.....	4,709
Ninth.....	Joseph L. Miller.....	1,413
Tenth.....	Eugene T. Stanley.....	4,111
Eleventh.....	A. Monroe Porter.....	2,829
Twelfth.....	Timothy Faughnan.....	6,535
Thirteenth.....	{ Edward Bertram..... } { Valentine C. Trabold..... }	8,178
Fourteenth.....	William C. King.....	1,146
Fifteenth.....	Max Stadelhofer.....	2,160
Total.....		51,519
Enumeration, 1888.....		50,847
Increase.....		672

**TABLE A.**  
**ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND**  
**SCHOOL FURNITURE.**

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training, (Market St.)	\$15,000	\$18,000	\$33,000
High .....	25,000	48,000	73,000
Burnet Street.....	25,000	50,000	75,000
State Street .....	10,000	19,000	29,000
Washington Street.....	15,000	40,000	55,000
Marshall Street ..	10,000	5,375	15,375
Lawrence Street.....	25,000	40,000	65,000
Commerce Street and Colored ..	10,000	14,500	24,500
Lafayette Street.....	15,000	35,000	50,000
Newton Street.....	10,000	40,000	50,000
Camden Street.....	4,200	32,000	36,200
Thirteenth Avenue.....	8,500	31,000	39,500
South Tenth Street.....	6,000	21,100	27,100
Wickliffe Street .....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Webster Street .....	10,000	25,000	35,000
"Franklin" School.....	15,000	34,000	49,000
Elliot Street.....	5,000	10,000	15,000
Chestnut Street.....	10,000	40,000	50,000
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	28,500	33,500
Walnut Street.....	8,000	7,000	15,000
Houston Street.....	.....	2,000	2,000
South Eighth Street.....	7,000	40,000	47,000
Roseville Avenue .....	4,800	18,000	22,800
North Seventh Street.....	3,000	3,000	6,000
South Market Street.....	8,000	30,000	38,000
Hamburg Place .....	4,900	35,000	39,900
Hawkins Street.....	5,000	31,000	36,000
Morton Street .....	7,000	45,000	52,000
Eighteenth Avenue.....	7,000	40,000	47,000
Monmouth Street.....	6,000	45,000	51,000
Miller Street .....	7,000	20,000	27,000
Elizabeth Avenue.....	2,500	2,000	4,500
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
	\$334,900	\$993,475	\$1,328,375



**TABLE B.**  
**SEATING CAPACITY.**

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total,
Normal and Training—Normal Department.....	....	*100	100
Normal and Training—Training Department.....	....	360	360
High.....	†355	†488	843
High Annex.....	....	†246	246
Burnet Street.....	362	406	768
Eagles Street.....	....	56	56
State Street.....	....	572	572
James Street.....	....	164	164
Washington Street.....	457	210	667
Marshall Street.....	....	240	240
Lawrence Street.....	269	256	525
Commerce Street.....	....	228	228
Colored.....	....	192	192
Lafayette Street.....	300	512	812
Newton Street.....	510	412	922
South Tenth Street.....	†170	690	860
Camden Street.....	....	688	688
Thirteenth Avenue.....	....	540	540
Thirteenth Avenue Annex.....	....	150	150
Wickliffe Street.....	....	348	348
Summer Avenue.....	448	294	742
Webster Street.....	282	338	620
Franklin.....	....	466	466
Elliot Street.....	....	324	324
Chestnut Street.....	434	400	834
Oliver Street.....	488	400	888
South Street.....	....	516	516
Walnut Street.....	....	388	388
Houston Street.....	....	120	120
South Eighth Street.....	366	360	726
Roseville Avenue.....	....	360	360
North Seventh Street.....	....	234	234
South Market Street.....	284	338	622
Hamburg Place.....	†180	660	840
Hawkins Street.....	....	480	480
Clover Street.....	....	80	80

TABLE B—Continued.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	†
Morton Street.....	360	672	
Eighteenth Avenue.....	266	768	
Eighteenth Avenue Annex.....	....	112	
Monmouth Street.....	....	960	
Miller Street....	324	462	
Elizabeth Avenue.....	....	120	
Central Avenue.....	384	428	
Lock Street.....	...	236	
Totals .....	5,884	15,540	2

\* Females, no Males. Not included in grand totals.

† 355 in Male department, 734 in Female; total, 1,089. Not inc grand totals.

‡ Intermediate department.

TABLE C.  
REPAIRS.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs	Whole Amount Expended.
Normal and Training.....	\$108 57	.....	\$108 57
High .....	134 36	.....	134 36
High Annex.....	40 64	.....	122 32
Mason work.....	.....	\$18 76	.....
Gas fitting.....	.....	10 45	.....
Plumbing.....	.....	52 47	.....
Burnett Street.....	317 62	.....	754 17
Flagging .....	.....	52 84	.....
Painting tin roof.....	.....	47 00	.....
Painting office and fence.....	.....	28 44	.....
New tin roof. ....	.....	166 13	.....
Mason work.....	.....	18 76	.....
Line fence .....	.....	45 24	.....
Plumbing work.....	.....	78 14	.....
State Street.....	36 01	.....	137 19
Flagging.....	.....	76 02	.....
Painting contract.....	.....	25 16	.....
James Street .....	15	.....	15
Washington Street.....	164 26	.....	435 65
Painting con ract.....	.....	147 00	.....
New floor.....	.....	48 00	.....
Plumbing work.....	.....	76 39	.....
Marshall Street.....	109 15	.....	423 86
Plumbing work.....	.....	195 34	.....
Flagging.....	.....	39 78	.....
Mason work.....	.....	32 94	.....
New board walks .....	.....	46 65	.....
Lawrence Street .....	181 84	.....	637 50
6 new board ceilings .....	.....	300 00	.....
Painting ceilings.....	.....	84 00	.....
Gas fitting.....	.....	34 52	.....
Nutman block pavement.....	.....	37 14	.....
Commerce Street.....	86 78	.....	282 69
Flagging.....	.....	67 91	.....
New water supply.....	.....	128 00	.....
Colored.....	31 57	.....	31 57
Lafayette Street.....	226 48	.....	941 23
Nutman block pavement.....	.....	205 50	.....
Flagging.....	.....	122 30	.....
Painting.....	.....	329 00	.....
Mason work.....	.....	18 78	.....
Plumbing.....	.....	39 17	.....

TABLE C--Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	A E.
Newton Street .....	\$216 53	.....	
New floors and storm shed....	.....	\$136 00	
Painting .....	.....	90 00	
Plumbing .....	.....	46 71	
South Tenth Street.....	159 44	.....	
Sewer and plumbing work.....	.....	257 80	
Changing partitions.....	.....	143 00	
Flagging.....	.....	19 76	
Camden Street.....	60 75	.....	
Thirteenth Avenue.....	117 01	.....	
Storm shed.....	.....	25 00	
Wickliffe Street Annex.....	88 00	.....	
Carpenter and painting work...	.....	263 99	
Wickliffe Street.....	138 02	.....	
Painting.....	.....	263 00	
Mason work.....	.....	15 87	
Summer Avenue.....	51 51	.....	
Mason work.....	.....	69 15	
Painting work.....	.....	53 76	
Plumbing work.....	.....	35 00	
Book case.....	.....	30 00	
Webster street.....	195 80	.....	
Line fence.....	.....	52 72	
Painting fence.....	.....	19 75	
Plumbing.....	.....	20 35	
"Franklin".....	9 42	.....	
Elliot Street.....	59 95	.....	
Chestnut Street.....	156 05	.....	
Painting.....	.....	80 00	
Book cases.....	.....	90 00	
Oliver Street.....	75 64	.....	
Painting.....	.....	155 00	
Plumbing.....	.....	66 85	
South Street .....	103 44	.....	
Flagging.....	.....	111 61	
Painting.....	.....	80 00	
Book case.....	.....	25 00	
Walnut Street.....	87 43	.....	
Houston Street.....	44 53	.....	
South Eighth Street.....	265 35	.....	
Nutman block pavement.....	.....	286 80	
Plumbing.....	.....	522 86	
Storm sash.....	.....	62 40	
Book case.....	.....	20 00	

TABLE C—Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Roseville Avenue.....	\$73 01	.....	356 28
Painting.....	.....	\$158 00	.....
Flagging.....	.....	85 27	.....
Storm sheds.....	.....	40 00	.....
North Seventh Street.....	49 91	.....	49 91
South Market Street.....	182 61	.....	875 91
Nutman block pavement.....	.....	382 50	.....
Line fence.....	.....	100 80	.....
Painting work.....	.....	165 00	.....
New sashes.....	.....	45 00	.....
Hamburg Slace.....	150 40	.....	417 84
New line fence.....	.....	96 00	.....
Painting fence.....	.....	23 39	.....
Painting.....	.....	75 00	.....
Book case.....	.....	45 00	.....
Plumbing.....	.....	28 05	.....
Hawkins Street.....	87 28	.....	87 28
Morton Street.....	188 17	.....	933 18
Curbing and flagging.....	.....	385 25	.....
Painting.....	.....	256 00	.....
Partition sash.....	.....	24 00	.....
Plumbing.....	.....	79 76	.....
Eighteenth Avenue.....	135 13	.....	470 10
Painting.....	.....	260 00	.....
Flagging.....	.....	31 47	.....
Board ceiling.....	.....	43 50	.....
Eighteenth Avenue Annex.....	6 07	.....	6 07
Monmouth Street.....	168 55	.....	415 40
Storm shed.....	.....	30 00	.....
Book case.....	.....	65 00	.....
Mason work.....	.....	85 00	.....
Vent pipe.....	.....	18 00	.....
Painting.....	.....	18 00	.....
Plumbing.....	.....	30 85	.....
Miller Street.....	120 34	.....	167 92
Coal vault.....	.....	25 00	.....
Plumbing.....	.....	22 58	.....
Central Avenue.....	85 43	.....	406 73
Coal vault.....	.....	286 00	.....
Plumbing.....	.....	15 30	.....
Book case.....	.....	20 00	.....
Lock Street.....	51 76	.....	85 76
Painting blinds.....	.....	34 00	.....
Evening Drawing.....	115 00	.....	921 07
Fitting up new rooms.....	.....	806 07	.....

**TABLE D.**  
**FURNITURE AND SUPPLIES.**

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	W Ar Exp
Normal and Training.....	\$133 40	.....	\$133
High.....	59 40	.....	80
New furniture.....	.....	\$7 44	..
High Annex.....	121 63	.....	12
Burnet Street.....	76 88	.....	40
New furniture.....	.....	331 20	..
Eagles Street.....	4 72	.....	..
State Street.....	42 29	.....	4
James Street.....	16 75	.....	2
Wall slates.....	.....	12 08	..
Washington street.....	175 21	.....	44
New furniture.....	.....	267 40	..
Marshall Street.....	111 37	.....	111
Lawrence Street.....	102 31	.....	29
New furniture.....	.....	190 80	..
Commerce Street.....	28 68	.....	28
Colored.....	27 99	.....	27
Lafayette Street.....	97 34	.....	41
New furniture.....	.....	320 60	..
Newton Street.....	168 79	.....	18
Wall slates.....	.....	15 98	..
South Tenth Street.....	421 01	.....	58
New furniture.....	.....	166 00	..
Holland Street.....	10 23	.....	10
Camden Street.....	57 53	.....	57
Thirteenth Avenue.....	85 60	.....	85
Wickliffe Street Annex..	55 41	.....	55
Wickliffe Street.....	139 41	.....	161
Wall slates.....	.....	21 70	..
Summer Avenue.....	63 37	.....	63
Summer Avenue Annex.....	30 52	.....	30
Webster street.....	83 97	.....	24
New furniture.....	.....	159 00	..
Bloomfield Avenue.....	11 00	.....	11
"Franklin".....	357 29	.....	357
Elliot Street.....	110 31	.....	110
Chestnut Street.....	177 86	.....	55
New furniture.....	.....	375 40	..
Oliver Street.....	198 06	.....	388
New furniture.....	.....	190 80	..

TABLE D—Continued.

SCHOOL.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
South Street.....	146 07	.....	\$440 31
New furniture.....	.....	294 24	.....
Walnut Street.....	41 58	.....	41 58
Houston Street.....	13 51	.....	13 51
South Eighth Street.....	108 78	.....	302 68
New furniture.....	..	193 90	.....
Roseville Avenue.....	28 33	.....	28 33
North Seventh Street.....	43 06	.....	43 06
South Market Street.....	194 84	.....	420 20
Wall slates.....	.....	12 96	.....
New furniture.....	.....	212 40	.....
Hamburg Place.....	84 42	.....	111 97
Wall slates.....	.....	27 55	.....
Hawkins Street.....	154 06	.....	154 06
Clover Street.....	5 90	.....	5 90
Morton Street.....	167 12	.....	388 72
New furniture.....	.....	221 60	.....
Eighteenth Avenue.....	88 31	.....	88 31
Eighteenth Avenue Annex.....	38 70	.....	38 70
Monmouth Street.....	46 09	.....	46 09
Miller Street.....	132 01	.....	600 01
New furniture.....	.....	468 00	.....
Central Avenue.....	91 48	.....	91 48
Lock Street.....	19 77	.....	19 77
South Market Street Evening.....	25	.....	25
Morton Street Evening.....	5 00	.....	5 00
Evening Drawing.....	52 76	.....	52 76
Morton Street Summer.....	50	.....	50

**TABLE E.**  
**HEATING APPARATUS AND FUEL.**

SCHOOL BUILDING.	Heating Apparatus.		Fuel.	
	Ordinary Expenditures.	Extraordinary Expenditures.	Tons of Coal.	Cost of Wood.
Normal and Training.....	\$12 09	\$267 96	\$280 05	60
High.....	20 47	.....	20 47	48
High Annex.....	53 47	.....	53 47	14
Burnet Street.....	19 68	.....	19 68	44
Eagles Street.....	.....	.....	.....	54
State Street.....	13 03	.....	13 03	29
James Street.....	.....	.....	.....	20
Washington Street.....	48 45	.....	48 45	464
Marshall Street.....	47 82	.....	47 82	29
Lawrence Street.....	95 98	.....	95 98	58
Commerce Street.....	38 96	.....	38 96	414
Colored.....	22 04	.....	22 04	10
Lafayette Street.....	60 55	188 50	249 05	434
Newton Street.....	2 82	.....	2 82	81
South Tenth Street.....	40 05	.....	40 05	60
Holland Street.....	4 25	.....	4 25	3
Camden Street.....	13 35	.....	13 35	55
Total.....	\$281 80	\$281 80	228 80	.....
	69 40	.....	69 40	.....
	211 80	.....	211 80	.....
	28 73	.....	28 73	.....
	133 80	.....	133 80	.....
	94 00	.....	94 00	.....
	224 58	.....	224 58	.....
	145 45	.....	145 45	.....
	270 10	.....	270 10	.....
	192 45	.....	192 45	.....
	50 50	.....	50 50	.....
	208 83	.....	208 83	.....
	385 95	.....	385 95	.....
	280 00	.....	280 00	.....
	16 85	.....	16 85	.....
	168 50	.....	168 50	.....



Thirteenth Avenue.....	11 31	55	253 00	2 00	253 00
Wickliffe Street Annex.....	9 90	7	32 05	2 00	34 05
Wickliffe Street.....	40 80	20	98 01	4 00	102 01
Summer Avenue.....	39 12	84	391 30	8 00	399 30
Summer Avenue Annex.....	.....	.....	.....	2 00	2 00
Webster Street.....	462 42	46½	216 05	8 00	224 05
"Franklin".....	.....	56	257 60	4 00	261 60
Elliot Street.....	25 64	..	.....	4 00	4 00
Chestnut Street.....	24 19	48	220 80	.....	220 80
Oliver Street.....	138 44	66½	300 95	8 00	308 95
South Street.....	85 20	50	230 00	4 00	234 00
Walnut Street.....	13 56	15	69 00	.....	69 00
Houston Street.....	9 62	10	48 50	2 00	50 50
South Eighth Street.....	131 70	90	416 50	4 00	420 50
Roseville Avenue.....	9 75	30	92 00	4 00	96 00
North Seventh Street.....	20 95	8	38 80	2 00	40 80
South Market Street.....	85 74	52	239 40	8 00	247 40
Hamburg Place.....	28 56	81½	378 45	4 00	382 45
Hawkins Street.....	46 54	40	184 00	2 00	186 00
Clover Street.....	.....	8	38 80	.....	38 80
Morton Street.....	260 70	83½	389 25	4 00	393 25
Eighteenth Avenue.....	168 22	60	276 00	4 00	280 00
Eighteenth Avenue Annex.....	10 17	8	38 80	2 00	40 80
Monmouth Street.....	634 74	89½	414 47	4 00	418 47
Miller Street.....	21 62	52½	242 97	.....	242 97
Central Avenue.....	32 39	34½	160 05	.....	160 05
Lock Street.....	.....	21½	102 05	2 00	104 05
Evening Drawing.....	19 35	1	4 70	.....	4 70

**Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.**

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	43	\$2,882 65	\$745 80	\$181 52	\$515 97	\$33 50	\$3,549 47	\$10 15	\$8 77
Training Department.....	386	5,910 99	101 65	993 91	7,096 55	234 40	7,331 01	50	18 38
High .....	629	5,063 20	2,037 90	1,305 82	28,526 32	744 00	9,270 32	3 33	31 34
High Annex .....	71	3,251 04	747 99	1,004 29	5,093 32	81 68	5,175 00	54 01	71 74
Burnet Street Grammar.....	363	6,978 64	302 83	846 71	8,218 17	438 72	8,656 90	1 80	26 48
Barnett Street Primary.....	320	4,486 85	148 80	634 96	5,273 70	329 93	5,602 73	47	16 44
Eagles Street Primary.....	49	735 76	1 57	235 90	963 23	309 03	1,042 26	3	19 66
State Street Primary.....	469	6,831 07	157 90	849 74	7,839 77	101 18	8,040 95	34	16 71
James Street Industrial.....	152	1,926 05	34 66	551 86	2,513 11	12 08	2,525 19	23	16 53
Washington Street Grammar.....	367	7,162 84	530 29	1,001 11	9,354 24	384 85	9,739 09	1 44	25 49
Washington Street Primary.....	231	3,199 32	168 47	424 37	3,792 16	153 94	3,946 10	73	16 42
Marshall Street Primary.....	225	3,079 34	353 39	787 18	3,969 91	374 71	4,344 62	46	17 64
Lawrence Street Grammar.....	282	5,373 51	323 32	780 01	6,515 87	317 10	6,832 97	1 25	23 11
Lawrence Street Primary.....	218	3,664 64	131 05	563 64	4,359 33	269 36	4,628 69	60	20 00
Commerce Street Primary.....	222	3,583 02	59 16	738 46	4,381 64	195 91	4,577 55	23	19 66
Colored .....	149	3,060 86	103 63	438 09	3,662 58	.....	3,662 58	1 10	24 58
Lafayette Street Grammar.....	224	4,449 02	446 26	472 26	5,367 57	407 95	5,775 52	1 99	23 96
Lafayette Street Primary.....	484	7,454 41	224 71	944 46	8,623 58	815 90	9,439 48	46	17 82
Newton Street Grammar.....	404	7,654 57	619 10	949 91	9,263 58	169 82	9,433 40	1 53	22 93
Newton Street Primary.....	448	5,205 37	118 88	664 90	6,080 94	118 87	6,199 81	35	13 46
South Tenth St. Intermediate.....	126	1,016 93	498 39	211 88	1,727 20	117 31	1,844 51	3 06	13 04
South Tenth Street Primary.....	478	7,014 04	219 50	1,388 60	8,622 14	469 35	9,091 39	46	18 04
Holland Street Primary.....	90	663 05	18 86	1,388 60	875 24	.....	875 24	.....	.....
Camden Street Primary.....	624	8,240 21	193 33	875 24	.....	.....	.....	.....	.....



TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall States; Heating Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Lock Street Primary.....	208	\$2,825 70	\$49 19	\$14 57	\$3,489 88	\$34 00	\$3,523 88	\$4 24	\$16 78
Lafayette Street Evening.....	230	1,713 75	79 58	281 46	2,074 79	.....	2,074 79	35	8 87
Newton Street Evening.....	199	1,430 50	121 14	213 68	1,765 32	.....	1,765 32	61	8 88
Webster Street Evening.....	205	1,484 25	92 30	243 25	1,819 80	.....	1,819 80	45	8 80
South Market Street Evening.....	258	1,827 50	89 85	270 01	2,193 36	.....	2,193 36	35	8 80
Morton Street Evening.....	423	2,247 81	261 93	367 02	2,877 36	.....	2,877 36	29	6 08
Central Avenue Evening.....	207	1,459 81	50 74	186 12	1,696 67	.....	1,696 67	25	8 20
Evening Drawing.....	243	1,282 00	27 16	842 38	2,151 54	806 07	2,957 61	11	58 58
Newton Street Summer.....	270	366 98	18 60	24 00	409 58	.....	409 58	70	1 52
Wickliffe Street Summer.....	111	147 68	6 90	0 00	163 58	.....	163 58	90	1 47
Webster Street Summer.....	130	147 39	3 07	0 00	160 36	.....	160 36	30	1 23
South Street Summer.....	70	105 24	1 89	6 00	113 13	.....	113 13	03	1 62
Hamburg Place Summer.....	286	340 97	39 60	24 00	404 57	.....	404 57	14	1 41
Morton Street Summer.....	437	596 28	114 40	33 50	674 18	.....	674 18	92	1 54

Annual cost per pupil in Normal and Training School, Normal Department, \$81.77; in High School, \$45.35; in High School Annex, \$71.74; in Grammar Schools, \$23.95; in Intermediate Schools, \$18.02; in Primary Schools, \$15.54; in Industrial Schools, \$15.70; in Colored School, \$24.38; in the Day Schools, \$17.69; in the Evening Schools, \$8.26; in the Summer Schools, \$1.46.



TABLE G-Continued.

NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioner.	
PRIMARY SCHOOLS.																							
	Burnet Street.	6	1	115	187	402	390	287	10	402	6	211	19	36	58	9	6	11	9	5	18	6	0
	Eagles Street.	1	1	66	66	132	66	45	10	66	.....	36	19	62	55	18	1	107	10	.....	5	25	
	State Street.	11	1	278	266	544	466	418	10	544	3	253	89	64	149	23	18	6	10	32	7	5	
	Market Street.	7	223	300	523	386	346	316	10	533	26	159	66	49	117	3	8	19	10	.....	24	45	
	Washington Street.	5	168	377	343	720	521	203	10	343	30	120	42	35	117	3	8	63	5	11	11	0	
	Marshall Street.	5	167	385	231	616	231	224	10	305	8	155	33	10	90	8	9	31	5	28	16	0	
	Lawrence Street.	5	135	285	218	503	218	174	10	286	2	140	41	20	68	2	1	67	5	.....	2	8	
	Commerce Street.	5	155	373	308	681	321	185	10	398	4	103	49	31	119	4	1	88	5	.....	0	8	
	Ladyette Street.	10	334	300	694	486	405	351	10	664	4	237	105	60	212	5	5	137	5	.....	16	0	
	Newton Street.	8	310	311	448	697	448	397	10	866	6	386	79	66	181	6	9	33	3	2	17	8	
	Camden Street.	1	81	353	806	634	551	551	10	866	6	386	79	66	181	6	9	33	3	2	17	8	
	South Tenth Street.	1	308	281	592	478	424	370	10	592	8	317	100	60	103	2	11	12	3	.....	10	2	
	Holland Street.	2	64	52	116	60	79	10	116	2	59	7	25	23	23	3	6	11	9	.....	4	12	
	Threshum Avenue.	1	9	354	357	407	406	370	10	657	3	444	202	3	184	3	3	67	6	.....	20	15	
	Whicklife Street.	7	245	225	470	316	272	272	10	470	35	144	65	42	184	6	7	119	3	9	5	21	
	Summer Avenue.	5	193	162	354	284	254	254	10	354	7	183	70	33	61	7	7	35	2	.....	1	2	
	Summer Avenue Annex.	2	81	168	111	99	99	99	10	168	23	42	29	15	59	7	3	35	2	.....	1	2	
	Webster Street.	8	273	247	500	406	355	355	10	580	26	242	85	47	120	9	9	105	8	.....	1	3	
	Bloomfield Avenue.	2	68	57	125	89	76	10	125	3	52	15	18	37	37	3	3	96	2	.....	1	3	
	Elliot Street.	7	178	162	340	250	218	10	340	3	145	56	38	98	98	3	3	305	2	.....	5	4	
	Chestnut Street.	6	194	188	382	308	265	10	382	4	182	82	35	79	4	4	4	50	6	.....	3	16	
	Oliver Street.	2	236	251	312	269	10	431	10	431	4	169	69	54	157	2	2	4	4	.....	20	0	
	South Street.	1	8	202	572	400	347	10	572	11	226	79	77	179	11	9	9	52	8	.....	11	42	
	Walnut Street.	9	279	290	599	363	315	10	599	7	211	90	50	24	34	3	3	97	8	.....	6	7	
	Houston Street.	2	87	63	150	112	96	10	150	3	60	29	24	34	34	3	3	33	2	.....	4	23	
	South Eighth Street.	7	249	210	459	336	293	10	459	4	177	73	69	136	65	4	4	312	4	.....	18	23	
	Rooseville Avenue.	7	186	208	404	272	231	10	404	4	178	60	44	87	87	4	4	157	3	.....	1	4	

TABLE G-Continued.

NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet 5 and 14 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of hardiness during year.	No. in different classes during year.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
James Street Industrial.....		3	126	140	266	132	122	122	10	266	13	53	34	38	128	1	1	461	3	1	4	7	6
Clover Street Industrial.....		2	88	91	169	92	83	83	10	169	.....	32	28	25	84	.....	.....	62	9	.....	5	.....	
<i>Total in Primary Grades.</i>																							
		6	262	9,133	8,808	17,941	13,105	11,469	10	17,041	476	7,030	3,028	2,405	4,092	210	192	4,113	259	68	464	777	.....
<i>Colored.</i>																							
		1	3	116	89	205	149	126	10	205	90	24	19	24	48	2	2	1,014	8	.....	9	15	
<i>Total in Day Schools.</i>																							
		32	387	12,223	12,325	24,548	18,680	16,602	10	24,466	981	10,952	3,785	2,887	5,943	505	455	6,286	399	97	852	1215	.....
<i>EVENING SCHOOLS.</i>																							
Lafayette Street.....		2	7	326	85	411	230	176	5	411	.....	.....	.....	.....	.....	2	2	.....	8	3	3	4	12
Newton Street.....		5	3	281	39	320	199	156	5	320	.....	.....	.....	.....	.....	3	3	.....	7	2	2	2	2
Webster Street.....		2	5	212	80	292	205	152	5	292	.....	.....	.....	.....	.....	12	12	.....	6	3	2	3	3
South Market Street.....		4	5	330	114	444	258	182	5	444	.....	.....	.....	.....	.....	.....	8	8	.....	2	2	2	2
Morton Street.....		5	10	548	149	697	423	308	5	697	.....	.....	.....	.....	.....	.....	12	12	.....	2	2	2	2
Central Avenue.....		6	3	246	100	346	207	165	5	346	.....	.....	.....	.....	.....	4	4	.....	14	20	9	25	25
Evening Drawing.....		5	3	434	.....	434	243	205	6	434	.....	.....	.....	.....	.....	.....	.....	8	8	.....	5	7	3
<i>Total in Evening Schools.</i>																							
		29	33	2,377	567	2,944	1,765	1,344	5	2,944	.....	.....	.....	.....	.....	21	21	.....	59	35	29	54	54

\* In Normal School over 18, 38. † In High School over 18, 44. ‡ In Day Schools over 18, 82.





## RULES.



# RULES

OF THE

## BOARD OF EDUCATION.

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### ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

### MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

#### DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

#### DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the

proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

#### DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

## DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible ; with the Committee on Courses of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals ; keep full and accurate statistics of the schools in a suitable book ; report to the Board monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

## DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committee having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committees named may require ; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision ; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

## STANDING COMMITTEES.

10. The standing committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, three members
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations ; supervise and examine the accounts of receipts

and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and re-apportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs; shall visit and



examine the school houses, and report to the Board at the regular meeting in May, the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed in the office of the City

Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transactions of the current business of the schools and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall

also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of the pupils and teachers.

21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools, and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age, in each district, who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed in factories, contrary to law, and

recommend such action as may be needful. All statistic shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given ; but in other cases no action of a committee shall be binding until reported to and approved by the Board ; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

### RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be **suspended** temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration **of** the Board shall be seconded, and if required by the **P**resident, or any member of the Board, reduced to writing; and when any such motion or resolution shall have **b**een stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,  
To lie on the table.  
The previous question,  
To commit,  
To postpone indefinitely,  
To postpone to a time certain,  
To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

#### AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.





REGULATIONS.



REGULATION



# REGULATIONS

FOR THE

## GOVERNMENT OF THE SCHOOLS.

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### I.—SYSTEM AND GRADE.

#### I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows :

Primary,  
Grammar,  
High,  
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

#### PRIMARY SCHOOLS.

The Primary course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

#### GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to be applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general governance of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing and such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Com-

mittee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The colored school, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may at their discretion re-admit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged

shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to make a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

## 2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,  
Evening Schools,  
Industrial Schools,  
Colored Schools.

## INTERMEDIATE SCHOOL.

The Intermediate schools shall consist of the primary grades, together with the third and fourth grades of



mar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

#### EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

#### INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies and such industrial pursuits as may be deemed expedient ; but no expenditure shall be made by the Board for such schools, except for educational purposes ; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

#### COLORED SCHOOLS.

The Colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

## II.—TERMS AND VACATIONS.

### I. TERMS.

The school year shall commence on the second Monday in September and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

### 2. VACATIONS.

The vacations shall be from Christmas to New Year's Day, inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

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## III.—SESSIONS.

### I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms five days in each week, from Monday to Friday, inclusive; and there shall be two sessions daily: a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school-room, near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

## 2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

## 3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

## 4. SINGLE SESSIONS.

Upon extremely stormy days, the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

## 5. EVENING SCHOOLS.

The Evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday, inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

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## IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

## V.—PUPILS.

## 1. ADMISSION.

(a) *Sanitary Condition.*—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and re-admitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

## 2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive the written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

### 3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

### 4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7.30 p. m.

### 5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

### 6. INSTRUCTION.

(a) *School-room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations

therefrom as the City Superintendent may in his discretion order in any school or class.

(b) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

#### 7. DISCIPLINE.

(a) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal punishment.*—Corporal punishment may be inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension.*—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

#### 8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

#### 9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

#### 12. EXAMINATIONS.

(a) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual*.—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulation. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

### 13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, Stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books, school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

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## VI.--TEACHERS.

### I. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,  
Vice-Principals,  
Head Assistants,  
First Assistants,  
Assistants.



## 2. RELATIONS AND DUTIES.

## PRINCIPALS.

(a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection, such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority*.—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property*.—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties pre-

scribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session,

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

#### VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

#### ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

#### 3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

#### 4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms, and prepared for duty fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absences under the heads "with permission" and "without permission," the tardiness

under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness.*—As often as the "unexcused" tardy marks of any teacher shall amount to five, principal shall make special report of the same to the City Superintendent.

(d) *Visiting for instruction.*—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

## 5. SALARIES.

(a) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of

school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absences*.—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(e) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks “unexcused” shall count as one-half day’s absence, and a corresponding deduction be made at the next payment.

(f) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(g) *Engagements*.—All engagements of teachers shall be made with reference to the “school year.” No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(h) *Resignations*.—Teachers shall give one month’s notice of intention to resign. In default of the same, they shall forfeit one month’s salary.

## 6. SUBSTITUTES.

(a) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent,

who may appoint substitutes to discharge their duties during such absence.

(b) *Pay*.—The pay of substitutes shall be, in the High School, \$1.50 per day; in the grammar classes \$1.25 and in the primary classes, \$1.00 per day for females; for males in either school, \$3.00 per day, and in the evening schools, \$1.00 per session for both males and females.

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## VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.

Also, a Teachers' Institute shall be held at same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

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## VIII.—BUILDINGS.

### I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

## 2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

## 3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

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IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

The Burnet Street grammar school district shall be the First Ward, that portion of the Fifteenth Ward north of Sussex avenue and east of Boyden street, and that portion of the Second Ward north of the Morris canal.

The Burnet Street primary school district shall be that portion of the First Ward south of the Morris and Essex railroad (except that portion south of Lombardy street, continuing said line of Lombardy street to the river, and east of Broad street), and that portion of the Fifteenth Ward north of Sussex avenue, east of Boyden street and south of the Morris and Essex railroad.

The State Street primary school district shall comprise those portions of the First and Fifteenth Wards north of the Morris and Essex railroad, and that portion of the Eighth Ward east of Chatham street and south of

Seventh avenue to High street, thence south on High to Clay street, thence down Clay street to the river.

The Market Street primary school district shall be the Second Ward.

The Washington Street grammar school district shall be the Third Ward, and that portion of the Second Ward south of Market street.

The Washington Street primary school district shall be the Third Ward.

The Lawrence Street grammar school district shall be the Fourth Ward, and that portion of the Second Ward north of Market street and south of the Morris canal.

The Lawrence Street primary school district shall be the Fourth Ward, and that portion of the First Ward lying south of Lombardy street, and continuing said line of Lombardy street to the river and east of Broad street.

The Lafayette Street grammar and primary school districts shall be the Fifth Ward, and that portion of the Twelfth Ward west of Jackson street.

The Newton Street grammar school district shall be the Sixth Ward.

The Newton Street primary school district shall be all that portion of the Sixth Ward east of Hunterdon street, except that portion assigned to Wickliffe street school.

The Camden Street primary school district shall be that portion of the Sixth Ward lying between South Sixth street and Hunterdon street, and that portion of the Thirteenth Ward lying west of Hunterdon, north of Rose street and extending to the easterly boundary of South Tenth Street school.

The South Tenth Street primary school district shall be all of that portion of the Sixth Ward west of South



Sixth street, and that portion of the Thirteenth west of an imaginary line drawn from the junction of Waverly avenue and Springfield avenue to the head of Brenner street, thence following line of Woodland Cemetery to South Tenth street, thence south to ward line.

The Wickliffe Street primary school district shall be that portion of the Seventh Ward south of Warren street and east of Wallace place and Hudson street, and that portion of the Sixth Ward east of Boston street north of South Orange avenue.

The Summer Avenue grammar school district for first and second grades shall be all of the Eighth Ward, and for third and fourth grades that portion of the Eighth Ward lying north of a line through centre of Gouverneur street from the river to Belleville avenue, thence to Crittenden street, thence to end of said street, and in a direct line to junction of Summer and Bloomfield avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Summer Avenue primary school district shall be that portion of the Eighth Ward lying south of Abington avenue and Gully road to the river and north of Bloomfield avenue from ward line to junction of Summer avenue; thence in a direct line to end of Crittenden street, thence on said street to Belleville avenue, thence to Gouverneur street, thence to the river.

The Webster Street Intermediate (third and fourth grades grammar department) school district shall be that portion of the Eighth Ward lying south of central line of Gouverneur street to Belleville avenue, thence to Crittenden street, thence to end of said street and in a direct line to junction of Summer and Bloomfield

avenues, thence on Bloomfield avenue to Fourth avenue, thence to ward line.

The Webster Street primary school district shall be the same as the Webster Street intermediate school district (except those portions of the ward assigned to the State Street and North Seventh Street primary school districts.)

The Elliot Street primary school district shall be that portion of the Eighth Ward east of the Morris canal and north of Abington avenue and Gully road to the river.

The Chestnut Street grammar school district shall comprise the Ninth and Fourteenth Wards.

The Chestnut Street primary school district shall comprise that portion of the Ninth Ward north of Thomas street, including the north side of Thomas street.

The Oliver Street grammar school district shall be the Tenth Ward.

The Oliver Street primary school district shall be the Tenth Ward (except those portions assigned to the South, Walnut and Houston street schools).

The South Street primary school district shall include all that part of the Tenth Ward south of the centre of Johnson street, east to Pacific street, thence east in a direct line to Sandford street.

The Walnut Street primary school district shall be that portion of the Tenth Ward south of Elm street and bounded by Sandford, Oliver, Jefferson, Warwick, Pacific and Garden streets and Railroad avenue.

The Houston Street primary school district shall be that portion of the Tenth Ward east of Sandford street.

The South Eighth Street grammar school district shall be the Eleventh Ward.

The South Eighth Street primary school district shall

be that portion of the Eleventh Ward lying south of the central line of Dickerson street and Ninth avenue.

The Roseville Avenue primary school district shall be that portion of the Eleventh Ward lying between the central line of Dickerson street and Ninth avenue and the Newark and Bloomfield railroad.

The North Seventh Street primary school district shall be that portion of the Eleventh Ward lying north of the Newark and Bloomfield railroad, and that portion of the Eighth Ward lying west of central line of Parker street and south of central line of Abington avenue and west of Morris canal.

The South Market Street grammar school district shall be that portion of the Twelfth Ward lying east of Jackson street.

The South Market Street primary school district shall be that portion of the Twelfth Ward easterly from a line running through Ferguson street southerly from the river to South Market street, thence to Frederick street, thence to Westcott street, thence to Darcy street, thence to Hamburg place and ward line.

The Hamburg Place intermediate and primary school districts shall be that portion of the Twelfth Ward between the centre of Jackson street and the westerly boundaries of the South Market Street primary school district.

The Morton Street grammar school district and the Eighteenth Avenue intermediate school district shall be the Thirteenth Ward.

The Morton Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney street, thence west to Belmont avenue, thence north to Spring-

field avenue, thence east to High street, thence south to West Kinney street.

The Eighteenth Avenue primary school district shall be that portion of the Thirteenth Ward bounded by South Tenth street, Springfield avenue, Belmont avenue, Montgomery street, Charlton street, Avon avenue and ward line.

The Monmouth Street primary school district shall be that portion of the Thirteenth Ward described as follows: Commencing at High street, corner West Kinney, thence west to Charlton street, thence south to ward line, thence east to High street, thence north to West Kinney street.

The Miller Street primary school district shall be the Fourteenth Ward and that portion of the Ninth Ward south of Thomas street, including the south side of Thomas street.

The Central Avenue grammar school district shall comprise the Seventh Ward and that portion of the Fifteenth Ward not assigned to the Burnet Street school district.

The Central avenue primary school district shall comprise that portion of the Fifteenth Ward south of the Morris and Essex railroad, west of Boyden street and south of Sussex avenue; that portion of the Seventh Ward north of Warren street and west of Wallace place and Hudson street; and that portion of the Seventh Ward east of Morris avenue, north of Bank street and south of the Morris canal.

## X.—MISCELLANEOUS.

### I. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

### 2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

### 3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.



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THIRTY-FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

OF THE CITY OF NEWARK,

FOR THE YEAR 1890,

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF  
THE CITY SUPERINTENDENT; REFERENCE AND STATIS-  
TICAL TABLES; THE RULES OF THE BOARD,  
AND REGULATIONS FOR THE SCHOOLS.

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NEWARK, N. J.:  
L. J. HARDHAM, Printer and Binder, 243 & 245 Market Street.

1891.



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MAY 14TH, 1891.

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PART I.

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REPORT OF THE BOARD OF EDUCATION.



# BOARD OF EDUCATION.

## 1891.

EDWARD GOELLER, *President.*

P. LYNDON BRYCE, *Secretary,*  
121 Washington avenue.

ELWOOD I. SHURTS, *Ass't Secretary,*  
184 N. Third street.

WILLIAM N. BARRINGER, *City Superintendent,*  
1142A Broad street.

WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs,*  
265 Academy street.

### MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence</i>
1st	HENRY J. ANDERSON, { JOHN P. CONTRELL,	4 Orange place, Clark Thread Co.,	4 Orange place. 31 Burnet street
2d	BERNARD McNALLY, { CHARLES HOOD,	62 Arlington street, 800 Broad street,	62 Arlington street. 131 Washington st.
3d	S. ROSWELL WARD, { SAMUEL H. BALDWIN,	951 Broad street, 800 Broad street,	18 Court street. 608 High street.
4th	EDWARD GOELLER, { CHAS. F. KRAEMER,	17 Centre Market, 105 Mulberry street,	41 Park street. 105 Mulberry street.
5th	JAMES P. McKENNA, { JOHN H. MANNING,	233 N. J. R. R. avenue, 776 Broad street,	107 Bruen street. 106 Lafayette street.
6th	JOHN BREUNIG, { JOHN B. OELKERS,	270 Springfield ave., 24 & 26 Mechanic street,	382 Springfield ave. 49 Stirling street.
7th	MATTHEW H. THORNTON, { PETER O'BRIEN,	23 Bruce street, 51 & 53 Colden street,	23 Bruce street. 55 Colden street.
8th	JAMES A. BACKUS, { WM. A. CLARK,	5 Jacob street, N. Y., Clark Thread Co.,	291 Broad street. 26 Taylor street.
9th	JAMES F. BLESS, { WM. H. DOBBINS,	173 N. J. R. R. avenue, 940 Broad street,	1082 Broad street. 940 Broad street,
10th	JOHN NIEDER, { HUGH MCGLYNN,	Ave. C. and Wright st., 108 South street,	95 Garden street. 102 South street.
11th	ANDREW W. BRAY, { PETER J. BARCOCK,	740 Broad street, 194 Broadway, N. Y.,	29 Gould avenue. 338 Roseville ave.
12th	HENRY C. KLEMM, { JAMES MULLIN,	240 Marker street, N. J. Steel Works,	163 Lafayette street. 245 Lafayette street.
13th	CHARLES F. HERK, { GOTTFRIED JOITHE,	810 Broad street, 35 N. J. R. R. avenue,	9 Quitman street. 37 Boyd street.
14th	JAMES L. HAYS, { L. EUGENE HOLLISTER,	749 Broad street, 138 Clinton avenue,	104 Clinton avenue. 138 Clinton avenue.
15th	HUGH C. MARLEY, { FERDINAND HEICHEMER,	788 Broad street, 135 Halsey street,	18 Lock street. 68 Newark street.

## STANDING COMMITTEES.

1891.

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**FINANCE**—Nieder, Ward, Contrell, Breunig, Herr, Manning, Hood.

**ACCOUNTS**—Marley, O'Brien, Clark.

**SCHOOL HOUSES**—Klemm, Baldwin, McKenna, Thornton, Ba  
Nieder, Marley.

**REPAIRS**—McKenna, Klemm, Oelkers, Baldwin, Anderson.

**HEATING**—Oelkers, Bless, Babcock, Mullin, Joithe.

**TEACHERS**—Hays, Klemm, Oelkers, Baldwin, McKenna, Thor  
Herr.

**NORMAL SCHOOL**—Kraemer, Hollister, McNally, Marley, Clark.

**HIGH SCHOOL**—Breunig, Hays, Dobbins, McGlynn, Kraemer.

**EVENING SCHOOLS**—Bless, McGlynn, Bray, Mullin, O'Brien.

**COLORED SCHOOL**—Bray, McNally, Heichemer, Manning, Mulli

**INDUSTRIAL SCHOOLS**—McNally, Contrell, O'Brien.

**TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS**—  
Hays, Dobbins, Breunig, Kraemer, Hood, McGlynn

**FURNITURE AND SUPPLIES**—Thornton, Ward, Manning.

**SANITARY REGULATIONS**—Hollister, Anderson, Babcock.

**RULES AND LEGISLATION**—Babcock, Nieder, Backus, l  
Heichemer.

# STATISTICAL RECORD

OF THE

Board of Education of the City of Newark,

FOR THE YEARS 1890 AND 1891.

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NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE  
SERVED RESPECTIVELY.

JAMES L. HAYS.....1876-7-8-9-80-1-2-3-4-5 6-7-8-9-90-1  
EDWARD GOELLER.....1878-9-80-1-2-3 4-5-6-7-8-9-90-1  
SAMUEL H. BALDWIN.....1881-2-3-4-5-6-7-8-9-90-1  
JOHN P. CONTRELL.....1884-5-9-90-1  
HENRY C. KLEMM.....1884 (2 $\frac{3}{4}$  mos.)-5-6-7-8-9-90-1  
JAMES F. BLESS.....1886-7-8-9-90-1  
LOUIS A. ZIEGLER.....1886 (7 $\frac{1}{4}$  mos.)-7-8-9-90  
WILLIAM H. DOBBINS.....1887-8-9-90-1  
CHARLES H. ROBINSON, JR.....1887-8-9-90  
GUSTAV EISELE.....1887-8-9-90  
JAMES P. MCKENNA.....1888-9-90-1  
JOHN BREUNIG.....1888-9-90-1  
MATTHEW H. THORNTON.....1888-9-90-1  
JAMES A. BACKUS.....1888-9-90-1  
ANDREW W. BRAY.....1888-9-90-1  
S. ROSWELL WARD....1888 (7 mos.)-9-90-1  
JOHN P. TURBETT.....1888 (5 mos.)-9-90  
CORNELL W. BRADLEY.....1889-90 (5 $\frac{1}{4}$  mos.  
JAMES MCKINNEY.....1889-90

REPORT  
OF THE  
BOARD OF EDUCATION  
TO THE COMMON COUNCIL.

---

NEWARK, N. J., Feb. 27th, 1891.

*To the Honorable the Common Council of the City of  
Newark:*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1890:

CURRENT EXPENSES.

RECEIPTS.

STATE.

Balance from 1889.....	\$4,095 21	
State Appropriation.....	12,910 25	
State School Tax.....	312,061 27	
	<hr/>	\$329,066 73

MUNICIPAL.

Balance from 1889.....	\$7,891 26	
Tax Ordinance, 1890.....	115,700 00	
Interest on Bequest.....	240 00	
Cash deposited with Comptroller..	23 41	
	<hr/>	\$123,854 67

Total.....	<hr/>	\$452,921 40
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Amount brought forward..... \$452,921 40

### EXPENDITURES.

#### STATE.

Teachers' Salaries..... \$329,066 73

#### MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, &c..... \$108,116 32  
\$437,183 05

Balance ..... \$15,738 35

### EXPENDITURES IN DETAIL.

#### STATE.

	APPROPRIATIONS.	EXPENDITURES.
Teachers' Salaries—		
Day Schools.....	\$319,172 18	\$319 172 18
Evening Schools.....	9,894 55	9,894 55
Totals.....	\$329,066 73	\$329,066 73

#### MUNICIPAL.

	APPROPRIATIONS.	EXPENDITURES.	BALANCES.
Teachers' Salaries—			
Day Schools.....	\$7,000 00	\$4,267 24	\$2,732 76
Evening Schools....	5,193 79	2,541 00	2,652 79
Officers' Salaries.....	10,640 00	10,631 00	9 00
Janitors' Salaries.....	27,000 00	24,455 01	2,544 99
Incidentals.....	2,000 00	1,634 26	365 74
Repairs.....	15,600 00	15,572 04	27 96
Text Books, Stationery and Printing.....	19,000 00	18,995 95	4 05
Furniture and Supplies.	8,500 00	7,901 56	598 44
Heating Apparatus...	5,500 00	4,662 23	837 77
Fuel.....	12,000 00	7,900 23	4,099 77
Rents.....	3,700 00	2,900 67	799 33
Insurance.....	1,500 00	888 40	611 60
School Census.....	2,800 00	2,776 35	23 65
Gas.....	1,700 00	1,573 88	126 12
Water.....	1,500 00	1,416 50	83 50
Unappropriated.....	220 88	.....	220 88
Totals.....	\$123,854 67	\$108,116 32	\$15,738 35

JOHN B. OELKERS.....	1889-90-1
DANIEL A. SULLIVAN.....	1889-90
CHARLES F. BOND.....	1889-90 <sup>4</sup>
JOHN J. BERTRAM.....	1889-90
L. EUGENE HOLLISTER .....	1889-90-1
ALFRED BAECHLIN.....	1889-90
HENRY J. ANDERSON.....	1890-1
BERNARD McNALLY.....	1890-1
JOHN NIEDER.....	1890-1
CHARLES F. HERR.....	1890-1
HUGH C. MARLEY .....	1890-1
CHARLES HOOD.....	1891
CHARLES F. KRAEMER.....	1891
JOHN H. MANNING.....	1891
PETER O'BRIEN.....	1891
WM. A. CLARK.....	1891
HUGH McGLYNN.....	1891
PETER J. BABCOCK .....	1891
JAMES MULLIN.....	1891
GOTTFRIED JOITHE.....	1891
FERDINAND HEICHEMER.....	1891

## PRESIDENTS OF THE BOARD.

<del>W. A. CLARK</del> STEPHEN CONGAR... <i>W. A. CLARK</i> .....	1851-2-3-4
<del>W. A. CLARK</del> SAMUEL H. PENNINGTON .....	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD .....	1866
<del>W. A. CLARK</del> FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
WILLIAM A. WHITEHEAD.....	1871
<del>W. A. CLARK</del> L. SPENCER GOBLE.....	1872-3
<del>W. A. CLARK</del> SAMUEL A. FARRAND.....	1874
<del>W. A. CLARK</del> ARAM G. SAYRE.....	1875
<del>W. A. CLARK</del> EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)

## ELLIOT STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1890.....		\$10,250 00
Expended for mason work.....	\$4,526 20	
carpenter work.....	4,658 00	
extra carpenter work..	208 47	
painting work.....	375 00	
extra painting work...	18 15	
plumbing work.....	168 00	
extra plumbing work..	12 28	
flagging.....	41 82	
cleaning.....	37 00	
architect work.....	175 00	
	<hr/>	\$10,219 92
Balance.. .. .		<hr/> \$30 08

## LAWRENCE STREET SCHOOL HOUSE (ALTERATIONS).

Appropriation, 1890.....		\$8,000 00
Expended for mason work... ..	\$3,194 00	
carpenter work.....	3,478 00	
gas fitting.....	60 00	
extra plumbing work..	68 06	
painting work.....	\$674 00	
extra painting work..	7 10	
cleaning .....	49 50	
architect's fees.....	267 80	
steam fitting work....	13 80	
	<hr/>	\$7,812 26
Balance .....		<hr/> \$187 74

LAWRENCE STREET SCHOOL HOUSE (NEW BOILER AND HEATING  
APPARATUS).

Appropriation, 1890.....	\$2,500 00
Expended for new boiler and steam fitting.....	\$2,340 00
extra boiler work.....	67 24
	<hr/>
	\$2,407 24
	<hr/>
Balance.....	\$92 76

SCHOOL SITE IN SEVENTH WARD.

Appropriation, 1890.....	\$5,000 00
Expended for site.....	4,800 00
	<hr/>
Balance....	\$200 00

SCHOOL SITE IN TENTH WARD.

Appropriation, 1890.....	\$8,000 00
Expended for site.....	7,200 00
	<hr/>
Balance.....	\$800 00

NEW BOILERS.

Balance from 1889.....	\$555 20
Expended for new boiler in Hamburg Place School.....	\$385 00
setting boiler.....	139 22
	<hr/>
	\$524 22
	<hr/>
Balance.....	\$30 98

## BALANCES TO 1891.

New Boilers.....	\$30 98
Elliot Street School House (Addition) ....	30 08
Lawrence Street " (Alterations).....	187 74
Lawrence Street " (New Boiler and Heat- ing Apparatus).....	92 76
Seventh Ward Site.....	200 00
Tenth Ward Site.....	800 00
Unappropriated.....	1,899 69
	<hr/>
	\$3,241 25

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1890.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal and Training—									
Normal Department.....	\$3,578 44	\$150 00	\$324 92	\$17 73	\$39 93	\$122 17	\$138 51	\$10 15	\$4,381 31
Training Department.....	5,149 86	450 00	295 10	61 09	117 10	401 97	472 49	30 85	6,988 46
High.....	26,816 47	780 00	2,017 44	22 06	212 80	579 37	67 45	214 00	30,710 19
Burnet Street Grammar....	4,186 37	360 00	22 34	15 75	50 08	45 81	12 05	846 00	5,522 40
Burnet Street Grammar....	7,007 92	411 48	315 23	118 89	112 84	168 99	167 49	85 30	8,838 14
Eagles Street Primary.....	4,624 19	368 52	137 26	89 16	84 02	461 23	125 60	63 07	5,897 55
Eagles Street Primary.....	441 19	36 00	13 56	1 60	4 70	6 00	8 00	60 00	570 85
State Street Primary.....	6,825 37	600 00	177 24	39 46	223 88	232 07	44 15	29 14	8,171 31
James Street Industrial.....	1,897 30	240 00	47 52	.....	77 95	.....	.....	200 90	2,470 15
Washington Street Grammar	7,655 38	514 32	490 41	88 90	224 17	259 78	344 52	51 29	9,668 77
Washington Street Primary	2,868 25	205 68	172 97	39 51	99 93	133 22	153 13	22 80	3,725 19
Marshall Street Primary....	3,377 88	360 00	130 58	43 69	114 54	204 90	30 50	15 05	4,277 14
Lawrence Street Grammar..	5,237 02	355 32	311 70	24 20	102 31	420 01	464 22	70 65	6,986 33
Lawrence Street Primary....	4,041 94	304 68	210 27	24 20	102 32	420 00	464 22	70 65	5,630 19
Commerce Street Primary...	3,445 49	300 00	29 61	11 88	176 78	300 38	19 68	75 37	4,418 59
Colored.....	3,177 44	300 00	221 93	22 16	40 94	51 47	50 51	6 48	3,876 93
Lafayette Street Grammar...	4,411 62	260 04	437 21	18 10	113 15	276 80	142 64	17 78	5,677 34
Lafayette Street Primary....	7,696 62	519 96	276 06	36 22	226 30	553 59	285 26	35 57	9,629 58
Newton Street Grammar....	5,595 23	458 88	393 34	26 62	204 17	351 93	211 46	38 67	9,286 30
Newton Street Primary.....	5,865 92	321 12	122 34	18 62	142 93	246 34	148 01	27 06	6,892 34
South Tenth St. Intermediate	2,530 53	144 00	250 10	51 97	44 28	153 35	16 57	16 15	3,206 95
South Tenth Street Primary..	8,062 23	576 00	242 30	26 89	177 10	613 37	66 30	64 58	10,000 77
Camden Street Primary.....	8,270 87	660 00	402 78	56 77	233 08	284 53	58 74	201 70	10,168 47
Thirteenth Avenue Primary..	5,832 60	600 00	331 06	18 88	223 88	118 42	.....	83 26	7,228 10
Wickliffe St. (Annex) Prim'y.	1,675 55	250 00	36 43	24 89	88 95	87 82	39 41	240 75	2,443 80
Wickliffe Street Primary....	4,364 29	480 00	219 12	78 79	65 67	302 81	530 06	19 86	6,150 60
Summer Avenue Grammar....	7,781 02	462 84	308 02	66 84	270 55	116 06	20 80	42 37	9,159 40
Summer Avenue Primary....	3,647 20	257 16	202 09	37 15	150 33	64 08	11 57	23 53	4,394 01
Webster Street Grammar....	4,181 46	257 77	623 39	15 63	101 00	102 27	148 40	10 93	5,464 07
Webster Street Primary.....	5,744 34	380 00	118 81	15 62	101 07	102 20	148 45	10 93	6,628 58
Franklin.....	5,946 85	580 00	472 57	34 29	315 88	49 60	74 15	58 10	7,772 54
Clinton Street Primary.....	5,946 85	580 00	472 57	34 29	315 88	49 60	74 15	58 10	7,772 54
Clinton Street Grammar....	7,977 99	462 00	401 52	1,416 95	127 15	125 42	319 41	5 82	9,380 17
Chestnut Street Primary....	4,816 75	315 00	179 00	14 83	129 35	227 08	218 08	22 89	5,530 00

South Eighth St. Grammar.....	7,031 47	411 40	442 40	102 08	153 05	140 93	51 10	59 14	8,398 31
South Eighth St. Primary.....	3,926 70	308 52	152 87	76 56	115 23	110 17	38 33	44 35	4,772 73
Roseville Avenue Primary.....	4,424 64	480 00	133 27	44 48	136 88	108 33	47 38	25 69	5,400 67
North Seventh Street Primary.....	2,840 03	420 00	191 73	39 79	49 64	253 01	39 93	7 44	3,824 17
South Market St. Grammar.....	5,312 06	330 00	405 96	54 09	110 69	620 58	193 94	49 75	7,077 07
South Market Street Primary.....	4,276 61	330 00	190 71	54 09	110 69	620 58	193 95	49 74	5,826 37
Hamburg Place Intermediate.....	2,484 10	154 32	197 70	42 73	42 78	91 92	15 38	18 23	3,047 16
Hamburg Place Primary.....	7,562 67	565 68	323 01	156 62	156 85	337 11	56 41	66 85	9,225 20
Hawkins Street Primary.....	3,795 84	530 00	272 60	55 42	178 00	151 52	36 20	45 64	5,065 22
Clover Street Industrial.....	1,094 86	.....	36 95	.....	13 05	.....	19 66	100 90	1,265 42
Morton Street Grammar.....	5,905 72	287 40	553 20	18 03	148 84	328 33	130 84	32 98	7,395 40
Morton Street Primary.....	8,146 91	492 63	224 89	13 74	255 16	562 84	224 27	56 55	9,976 96
Eighteenth Avenue Grammar.....	4,489 49	529 44	789 51	26 07	70 73	107 10	84 80	14 62	5,811 76
Eighteenth Avenue Primary.....	8,009 19	550 56	233 97	62 53	169 77	257 07	203 51	35 09	9,521 69
Eighteenth Av. (Annex) Prim'y.....	570 91	105 00	1 18	3 50	.....	2 80	10 50	175 00	868 89
Monmouth Street Primary.....	10,204 65	720 00	344 43	135 57	336 38	126 38	113 22	42 20	12,022 92
Miller Street Grammar.....	5,660 54	308 52	706 87	45 76	80 30	118 47	103 69	24 65	7,048 80
Miller Street Primary.....	5,396 04	411 48	227 48	68 69	120 45	177 70	155 55	36 97	6,594 96
Central Avenue Grammar.....	5,673 55	336 00	394 93	67 84	104 35	56 42	75 51	38 57	6,747 17
Central Avenue Primary.....	4,833 84	384 00	458 61	67 84	104 35	56 41	75 51	38 57	6,019 13
Lock Street Primary.....	2,690 11	420 00	92 89	13 70	137 44	180 32	10 13	24 29	3,568 88
Advanced Evening.....	400 50	16 50	227 15	.....	.....	59 16	.....	.....	703 31
Lafayette Street Evening.....	1,949 00	75 00	123 95	.....	.....	.....	.....	232 26	2,380 21
Newton Street Evening.....	1,546 37	57 65	43 69	.....	.....	.....	6 75	165 34	1,819 80
Webster Street Evening.....	1,477 70	55 30	82 68	.....	.....	.....	.....	175 42	1,791 81
South Market Street Evening.....	1,949 00	75 00	122 12	.....	.....	.....	.....	216 58	2,303 10
Morton Street Evening.....	2,031 04	91 13	53 20	.....	.....	.....	.....	247 80	2,425 35
Central Avenue Evening.....	1,434 63	54 00	50 16	.....	.....	.....	.....	124 60	1,663 39
Evening Drawing.....	1,647 25	225 00	44 76	10 27	21 71	89 54	22 70	854 56	2,915 79
Newton Street Summer.....	449 06	27 00	8 48	.....	.....	.....	.....	.....	484 54
Wickliffe Street Summer.....	194 05	12 00	4 42	.....	.....	.....	.....	.....	210 47
Webster Street Summer.....	151 19	9 00	7 00	.....	.....	.....	.....	.....	167 19
South Street Summer.....	144 06	9 00	15 65	.....	.....	.....	.....	.....	168 71
Hamburg Place Summer.....	364 49	21 00	3 48	.....	.....	.....	.....	.....	388 97
Morton Street Summer.....	536 93	33 00	7 14	.....	.....	.....	.....	.....	577 07

All of which is respectfully submitted,

P. L. BRYCE, *Secretary.*EDWARD GOELLER, *President.*

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PART II.

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REPORT OF THE CITY SUPERINTENDENT.



# REPORT.

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*To the Honorable the Board of Education of the City of Newark :*

GENTLEMEN—I herewith present the Thirty-fourth Annual Report of the City Superintendent of Public Schools.

The year covered by this report has been one of more than usual success. The prosperity and efficiency of the public schools continue unabated. The public sentiment is strongly with them. The Board of Education was more than ever active in furthering their interest ; the teachers were earnest and devoted in the performance of their duty. The outlook is indeed hopeful for the cause of public education in our city.

I have gathered and arranged the following facts and statistics with much labor and care. It is desirable, I may say, very important that this information should be reliable and so well classified and tabulated, that it can readily be referred to by the Board and others.

The following table is of interest to those concerned in the growth of the school population. It will be seen that the increase is very decided in eleven of the fifteen wards. Only four wards show a decrease, and that very small.

It is well for the Board to note the effect of the apartment system of dwellings, now quite general in some parts of the city, upon the distribution of the school

population. This retains and condenses the population in some localities where it seemed some little time ago that business would absorb the residences. The location of the school buildings in our city requires the careful attention of the school authorities, and all influences that affect the distribution of the population should be carefully noted.

### SCHOOL ENUMERATION.

1890 . . . . .	55,527
1889 . . . . .	51,519
Increase . . . . .	4,008

	1890.	1889.	Increase.	Decrease.
1st Ward . . . . .	2,832	2,460	372	....
2d " . . . . .	2,255	2,322	....	67
3d " . . . . .	1,450	1,497	....	47
4th " . . . . .	2,015	1,984	31	... -
5th " . . . . .	1,587	1,634	....	4
6th " . . . . .	8,759	8,198	561	...
7th " . . . . .	2,828	2,343	485	.. -
8th " . . . . .	4,919	4,709	210	.. -
9th " . . . . .	1,380	1,413	....	3
10th " . . . . .	4,755	4,111	644	.. -
11th " . . . . .	3,118	2,829	289	- . .
12th " . . . . .	6,911	6,535	376	- - .
13th " . . . . .	8,929	8,178	751	- . . .
14th " . . . . .	1,230	1,146	84	- . . .
15th " . . . . .	2,559	2,160	399	- . . .
Total . . . . .	55,527	51,519	4,202	194
Net increase . . . . .			4,008	

The following carefully prepared tables concerning the number and distribution of the children between 5 and 18 among the wards is presented for the convenience of the Board. The tables include the public and private schools of the city.

These tables reveal some interesting information touching the attendance at school, both public and private.

In the enumeration the largest number is between 6 and 7, viz., 5,049; the smallest between 13 and 14, viz., 3,780.

In the private schools the largest number attending is between 9 and 10; the smallest number between 16 and 17.

## ENUMERATION, 1890.

WARD.	AGE.														TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18		
1st.....	136	143	228	199	195	199	179	212	204	233	232	348	324	2,832	
2d.....	116	225	201	210	217	176	172	196	152	151	153	158	128	2,255	
3d.....	102	101	95	118	115	127	95	115	109	121	120	107	125	1,450	
4th.....	109	170	182	222	193	184	180	159	131	151	113	117	104	2,015	
5th.....	80	90	121	128	104	162	129	132	114	128	112	121	166	1,587	
6th.....	453	1,115	771	740	759	742	694	651	616	569	618	522	509	8,759	
7th.....	263	204	234	265	191	219	216	212	208	223	181	189	223	2,828	
8th.....	402	362	399	413	408	383	342	424	321	401	301	366	397	4,919	
9th.....	81	99	99	106	95	99	78	128	111	112	92	125	155	1,380	
10th.....	426	406	426	411	336	363	331	368	337	362	385	343	261	4,755	
11th.....	302	234	266	227	229	235	238	233	202	214	218	207	313	3,118	
12th.....	693	637	658	542	521	527	476	464	418	461	449	465	600	6,911	
13th.....	715	951	781	731	715	672	626	633	622	614	603	586	680	8,929	
14th.....	75	96	92	101	106	101	91	94	79	103	103	99	90	1,230	
15th.....	192	216	229	212	224	199	181	201	156	186	185	178	200	2,559	
Totals.	4,145	5,049	4,782	4,625	4,408	4,388	4,028	4,222	3,780	4,029	3,865	3,931	4,275	55,527	

ENUMERATION, 1890.  
NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st. . . . .	4	20	25	29	37	34	39	32	29	47	50	55	48	449
2d. . . . .	18	34	25	31	43	36	29	35	29	25	41	38	54	438
3d. . . . .	4	8	7	6	11	16	11	8	14	12	15	6	6	124
4th. . . . .	7	18	20	24	24	15	19	18	15	13	8	11	14	206
5th. . . . .	40	30	32	34	37	44	39	47	34	30	25	25	36	453
6th. . . . .	78	86	96	98	106	102	89	74	30	24	20	12	8	817
7th. . . . .	11	28	100	136	92	112	106	103	94	53	28	14	17	894
8th. . . . .	40	37	85	74	83	63	73	69	30	82	29	34	9	708
9th. . . . .	8	15	22	17	19	13	19	20	15	14	10	20	15	207
10th. . . . .	16	63	79	75	57	68	66	65	55	44	17	4	.	609
11th. . . . .	16	25	41	32	28	28	36	24	26	20	25	21	30	352
12th. . . . .	63	190	216	179	196	185	163	149	120	45	9	3	2	1,520
13th. . . . .	27	99	120	157	188	187	161	144	89	48	24	9	10	1,263
14th. . . . .	.	3	3	9	6	3	11	3	5	8	2	3	3	59
15th. . . . .	44	37	28	24	18	14	7	7	8	10	13	8	11	229
Totals.	376	687	809	925	945	920	868	798	593	475	316	263	263	8,328

ENUMERATION, 1890.  
ALL OTHERS, EXCEPT NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st ....	132	123	203	170	158	165	140	180	175	186	182	293	276	2,383
2d .....	98	191	176	179	174	140	143	161	123	126	112	120	74	1,817
3d .....	98	93	88	112	104	111	84	107	95	109	105	101	119	1,326
4th .....	102	152	162	198	169	169	161	141	116	138	105	106	90	1,809
5th .....	40	60	89	94	67	118	90	85	80	98	87	96	130	1,134
6th .....	375	1,035	675	642	653	640	605	577	586	545	598	510	501	7,942
7th .....	252	176	134	129	99	107	110	109	114	170	153	175	206	1,934
8th .....	362	325	314	339	325	320	269	355	291	319	272	332	388	4,211
9th .....	73	84	77	89	76	86	59	108	96	98	82	105	140	1,173
10th .....	410	343	347	336	279	295	265	303	282	318	368	339	261	4,146
11th .....	286	209	225	195	201	207	202	209	176	194	193	186	283	2,766
12th .....	630	447	442	363	325	342	313	315	298	416	440	462	598	5,391
13th .....	688	852	661	574	527	485	465	489	533	566	579	577	670	7,666
14th .....	75	93	89	92	100	98	80	91	74	95	101	96	87	1,171
15th .....	148	179	201	188	206	185	174	194	148	176	172	170	189	2,330
Totals.	3,769	4,362	3,883	3,700	3,463	3,468	3,160	3,424	3,187	3,554	3,549	3,668	4,012	47,199



The number of school buildings in use during the year ending June, 1890, was 42, containing the following schools and departments:

Normal School.....	1
Training " .....	1
High " .....	2
Grammar Schools.....	17
Primary " .....	36
Industrial " .....	2
Colored " .....	1
<hr/>	
Total .....	60

The number of evening schools in operation was 7; 6 for five months and 1 for six, viz.: The Evening Drawing School in the building, corner of Market and Halsey streets.

At the opening of the present school year an Advanced or Evening High School was organized in the High School building.

The official visits of the members of the Board are shown below.

Normal and Training School—Normal Dept ...	24
High School .....	35
Grammar Schools.....	293
Primary " .....	558
Industrial " .....	19
Colored School .....	11
Evening Schools.....	34
<hr/>	
Total.....	974

The influence upon the schools and teachers of the visits is always beneficial. I have often noticed what satisfaction teachers speak of the fact the Commissioners have encouraged them by their presence. I would urge the members of the Board to avail themselves of every opportunity to look in upon the schools.

The visits of the Superintendent are shown in the following table:

Normal and Training School—Normal Dept..	83
High School.....	76
Grammar Schools .....	296
Primary “ .....	542
Industrial “ .....	14
Colored School.....	7
Evening Schools.....	30
<hr/>	
Total .....	1,048

The Superintendent can only repeat what has been said before that he has uniformly found the teachers faithful and earnestly devoted to their work. The schools in general condition and arrangements for good work are steadily improving from year to year.

The meetings and conferences held by the Superintendent with the principals and teachers have been continued with growing interest and efficiency. I cannot again to commend the hearty and willing co-operation of *all* the teachers with the Superintendent in all his efforts to advance the cause of education in our city.

Many meetings have been held, both general and special, and in no instance has there been any hesitancy

to give time and labor, no matter what the personal inconvenience might be.

### SCHOOL BUILDINGS AND IMPROVEMENTS.

No part of the responsibility and work of the Board is more noticeable than the care given to the school buildings and their improvements. To the extent of its means the Board has been faithful and efficient in this direction. I feel safe in saying that the condition of the school accommodations is at this time superior to that of any time in the history of the schools. This, however, does not mean that nothing more remains to be done; on the contrary it reveals all the more clearly the many improvements that are really imperative. These will be noted as we touch the different localities of the city.

The Board is and always has been restricted in funds, which prevents it from doing what it knows should be done. Class rooms are occupied wholly unfit for class purposes.

The Superintendent would repeat what he has stated before. "That the Council should furnish a liberal construction fund that the Board may not be delayed or crippled in providing school room for all the children of the city."

The following tables and statements give all the details as to number of buildings, class rooms, rented rooms, etc.

## SCHOOL BUILDINGS.

The Board now owns 37 buildings, distributed follows :

1st Ward.....	2, containing 24 class rooms.			
*2d " .....	2, " 27 " "			
3d " .....	2, " 21 " "			
4th " .....	3, " 22 " "			
5th " .....	1, " 16 " "			
6th " .....	4, " 51 " "			
7th " .....	1, " 6 " "			
8th " .....	4, " 43 " "			
9th " .....	1, " 16 " "			
10th " .....	4, " 35 " "			
11th " .....	3, " 26 " "			
12th " .....	3, " 34 " "			
13th " .....	3, " 52 " "			
14th " .....	2, " 16 " "			
15th " .....	2, " 18 " "			
<hr/>				
Total .....	37,	407		

\*Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents 4 buildings, located as follows :

1st Ward.....	1, containing 3 class rooms.			
2d " .....	1, " 6 " "			
6th " .....	1, " 3 " "			
12th " .....	1, " 2 " "			
<hr/>				
Total.....	4	14		

These 41 buildings contain 421 class rooms, with a seating capacity of about 22,800.

In addition to the foregoing, 6 rooms have been formed into temporary class rooms, viz., Sixth Ward, 3; Eleventh Ward, 1; Thirteenth Ward, 1; Fourteenth Ward, 1. This makes a total of 427 class rooms in the city.

The Normal and Training School, as the Board is aware, is located in the Market Street Primary School building. The accommodations here afforded are entirely inadequate and unsuited to the needs and demands of this now most important department of the public school system of the city.

The Normal department of this institution occupies the two front rooms on the Market street side. These rooms are small, badly located as to dust and noise, poorly lighted and worse ventilated, without suitable supply closets and dressing rooms. Into these are crowded nearly one hundred young ladies to do the work of a high grade Normal school. It must be evident to any one that the training of the school must suffer seriously. It is not so evident how the difficulty can be removed.

The training department occupies the remaining six rooms of the building. These are somewhat better suited to the needs of these practice classes. The entire school suffers for the want of suitable court room accommodations. If this building had a court similar to those in many of the other schools it could be utilized for gymnasium purposes. As it is now the Normal pupils are obliged to walk several blocks to take lessons and exercises in physical training, and all this work, a part of the regular course of study, must be done after

the close of the school day. This adds to the strain and labor of the Normal students.

The Superintendent would urge an early attention to the room accommodations of this school.

Apparently we have secured all the enlargement and improvements possible on the present High School premises. The house is in very good condition as to repair, but entirely overcrowded. The school needs fully double the room it now has. The Board should, without delay, secure an eligible and ample site, and take steps very soon towards the erection of a High School building that will be an ornament to the city and a credit to the school system.

The Annex building is fairly convenient. It has been put in thorough sanitary condition.

I can only restate what I said last year : By taking the present High School building for the Normal and Training School, several questions can be solved : 1st, The High School can be provided with sufficient room ; 2d, The Second Ward will be amply and satisfactorily accommodated ; 3d, The needs of the Normal and Training School will be fully met and the school centrally and permanently located ; 4th, An opportunity will be furnished for giving better facilities to the Colored School, if thought desirable to use the Second Ward house for this purpose. All this can be accomplished by building one house. The Board is again urged to give this suggestion serious consideration.

Burnet Street house is in excellent condition. New furniture is taking the place of the old and dilapidated, from year to year. The heating arrangements are all that can be desired. The light in the only dark room in the house has been rendered ample and from the best

direction, by placing a skylight in the roof. The courts have been thoroughly painted and whitewashed, and are now light and clean, and will be used in part by the school as a gymnasium.

This building is very much crowded in all grades, but especially so in the lower primary grades. As it looks now, additional room will be absolutely needed here very soon. The abolishment of the Eagles Street Annex has taxed the primary department severely. Additional rooms can, with little difficulty, be built upon the present lot. Attention was directed to this suggestion last year.

State Street house is in general good order. It is well furnished and, with the exception of two rooms in the rear, well lighted. This trouble can be removed by additional windows in the side walls. This house is not crowded, and furnishes ample room for all who desire to attend.

The classes in the Industrial School in the James street building are well accommodated. The trouble in the privy vaults at the rear of the yard has been removed, and the odor heretofore so offensive no longer exists, flushing boxes and drain pipes having been put in.

The Washington Street house still suffers in the rear rooms from poor light, insufficient ventilation and no wardrobe facilities. This has been before the Building Committee, but the ways and means seemed not in hand to do the work. The necessity for a radical change in the arrangement and construction of these rooms is very great, and the improvement should be made without delay.

The light is so deficient that on cloudy days gas must be used all day. This is bad, chiefly for two reasons: The burning gas rapidly vitiates the air, each burner con-

suming as much oxygen as six persons would ; the gas light is bad for the eyes of the pupils. Gaslight is n equivalent substitute for daylight. There is no excuse for using gas when sunlight can be had in full abundance by a proper arrangement and construction of the rooms.

It is to be hoped that in the future construction of school buildings such blunders as these will not be repeated, but that ample provision will be made for light and ventilation in every room used for class purpose. If deficiencies must occur somewhere, by all means let them fall in such portions of the house as are not used for study purposes or class exercises. I trust the improvements so much needed in this house will be made this coming vacation.

Aside from the rooms just mentioned, the building is in very good condition, and meets the demands of the classes and the teachers very well. The courts have been thoroughly painted and whitewashed, thereby rendering them very light, neat and cleanly.

The Marshall Street building very well accommodates the five classes that are instructed there. There is still an unoccupied room in this house.

The alterations and improvements made during the last summer vacation to the Lawrence Street house have rendered it one of the most desirable and commodious school buildings under the care of the Board.

The entire rear part of the house was thoroughly reconstructed. An extension was added for entrance way. The stairways and wardrobes were placed in the center of the buildings. The class rooms formerly in the center portion, with light only on one side, and deficient and poor at that, were changed to the corners of the building, thus enlarging their area and giving light o



two sides, with excellent provision for ventilation. The windows throughout were enlarged and transoms placed above several of them. In this way the light and ventilation for the entire building was vastly improved.

A new horizontal boiler was put in and the piping throughout reconstructed, thus furnishing the most ample means for warming.

The courts were remodeled, enlarged and finished up in good shape, thereby furnishing increased and improved protection to the pupils.

The only obstruction in the court now is the large coal bin, which occupies the entire front end, shutting out all the light from the best windows in the court. I would recommend and urge that an excavation be made from the furnace room under the walks in the yard for a coal vault. This can be easily done in same manner as was done for Central Avenue School house. This arrangement will place the coal more convenient for use and remove all the obstruction and dust from the court, and restore the windows to their original purpose, viz.: lighting the court and not the coal bin.

When the painting of the walls throughout the house shall be finished next summer vacation, there will be no more desirable school house in use by the Board.

The Commerce Street property is in its usual good condition.

The Colored School house is in fair condition but poorly located. The need of better accommodations for this school has been presented repeatedly.

The Lafayette Street building is in good condition generally. Some of the furniture is much worn and is in a dilapidated condition. By replacing this furniture in some rooms with new from year to year, in a short

time all the rooms will be well furnished. The yard is well flagged and the outbuildings are in good repair.

A skylight was put in, thereby well lighting the front class room on the upper floor. A class of some forty pupils are now provided for here. The rearrangement of the district boundary lines increased the attendance in Lafayette Street, and, in some small measure, relieved Hamburg Place School.

All the buildings in the Sixth Ward are in excellent condition and all are very much crowded. No section of the city is any more so. It was thought that the new building on Thirteenth avenue and the enlargement of the South Tenth Street house would afford room for some time to come. But all that seemed but a drop in the bucket. The Principal's office in South Tenth Street was seated and filled, and still the cry was more room. A room was fitted up in the court, and still numbers are unable to gain admittance. Newton Street is filled to the doors. The same can be said concerning Camden Street and Thirteenth Avenue.

The plan of the Thirteenth Avenue is for sixteen rooms, but eight have been completed. This house should be completed on the original plan at once. More land is much needed here. I understand it can be had on the north side of the present premises. These buildings are all well warmed and lighted and fairly well ventilated.

The Annex rooms on Wickliffe street, in the chapel, are not well adapted to school purposes. They are low, not easily warmed or ventilated, and two of them insufficiently lighted. The entrance is inconvenient and the yard small and very badly located. It is the policy, I know, of the Board, to use these unsuitable annex rooms only in cases of absolute necessity.

I would urge the completion of the Thirteenth Avenue house at the earliest possible moment, as that will remove the Wickliffe Street Annex necessity.

The Wickliffe Street building remains the same as noted last year. The property on Warren street has been purchased. This will enable the Board to enlarge and improve the school accommodations in this district very soon.

All the school buildings in the Eighth Ward are in acceptable condition. The accommodations, however, hardly keep pace with the demand, except in the Elliot Street district. Here there are two unoccupied rooms at present. One of these, without doubt, will be occupied next April.

Summer Avenue School has two classes in the assembly room. There are two unfinished rooms on the third floor that can easily be finished, and thus 120 more children can be accommodated. This should be done.

The Webster Street house seems to supply the demands of that section of the ward.

The Franklin School is well filled but not at present overcrowded.

The Elliot Street house was enlarged and very much improved in all respects. It now contains nine classrooms, beautiful and convenient in every respect, with one exception—the partition sash should pass down flush with the wainscoting. They now extend above from twelve to fifteen inches, seriously obstructing the view of the teachers and pupils during opening and general exercises. I trust the proper committees will guard against the repetition of this inconvenience.

The halls are excellently well lighted by a skylight,

which also serves to help the ventilation of the halls, thereby improving the ventilation of the class rooms.

In my judgment, the use of skylights can be extended largely, to the great improvement of the light in many of our school rooms. It is conceded by all that the best possible light for the eye in study is from above.

The yard needs considerable grading and some additional flagging to put it in good condition for use. When all things are fully completed and adjusted, this house will be among the most beautifully located and arranged in the city.

The Chestnut Street house is in its usual good condition. The suspicion as to some defect in the drainage of the premises has been entirely removed. I would call attention again to the rearrangement of the partition noted in last year's report. In my opinion the change there recommended will greatly improve the two upper floors.

The improvement of the four rear rooms of the Oliver Street house is still needed and is worthy of serious consideration; otherwise the building is acceptable. Up to the present time it accommodates all seeking admission.

South Street School meets the needs of that district well. It is steadily growing in numbers. There is still one unoccupied room. The building is in good repair and is well taken care of by those in charge. By a division of the large room on each floor the number of rooms will be increased to twelve, affording accommodations for seven hundred children. This will undoubtedly be needed in due time.

As was stated last year the class rooms in the Walnut Street house are very small, rendering ventilation and comfort almost impossible. The lot is large and the

building can easily be reconstructed and enlarged to ten commodious rooms. This will then be a first class primary school house. This should receive early consideration.

A fine site has been purchased, located on Lang street. A suitable house will, no doubt, soon be erected upon it for the much needed accommodations of that section of the city, including portions of the Tenth and Twelfth Wards. The school room here afforded by Houston Street has been insufficient and poor for some years. A building here will relieve materially Hamburg Place and South Market Street Schools.

The buildings of the Eleventh Ward are in good repair and taxed to their full capacity. Two classes are now provided for in South Eighth Street School in the court.

There are now five large classes in the North Seventh Street School. One room is still vacant, but will be needed at least by the beginning of next term, April. Increased school room will be needed in the Eleventh Ward very soon.

The buildings of the Twelfth Ward are in satisfactory condition in the main. A new and larger boiler was put into the Hamburg Place School last summer which furnishes an abundance of heat.

A skylight has also been put in which supplies plenty of light for the upper halls, and greatly improves the ventilation of all the class rooms which open into the halls. A floor light or a well hole as it is called has been cut through the floor of the upper story, which extends the benefits of the roof skylight to the lower story. This arrangement has very largely removed the want of sufficient light in these halls. By making the upper half of the class room doors that open into the halls sash, the halls will be abundantly lighted and all

cause for complaint will be fully removed. I wish again to call the attention of the Board to the satisfactory results obtained in this building by using the skylight.

Six of the eight rooms in Hawkins Street house are occupied. Another class will undoubtedly be organized at the beginning of the April term.

South Market Street building is in very good repair. Some of the furniture, however, is in need of repair or replacement. The school is full; the primary department is crowded. Many new dwellings are going up in that vicinity, all of which are occupied as soon as completed by families containing children who attend school. As these vacant lots are covered with buildings the annoyance caused by the railroad is very much lessened, thus rendering the location of the school much less objectionable than formerly. I think it would be well for the Board to consider the propriety and feasibility of purchasing the adjoining lot, and enlarging the school building. It now seems certain that a dense school population will continue here.

The school buildings of the Thirteenth Ward can be commended as to their general condition. The school room in this ward is entirely exhausted. In the Eighteenth Avenue district a large number are unable to obtain entrance to the school. It is necessary that more room be provided here at once. A new building is needed south and west of the Eighteenth Avenue house. A site in this section should be secured, and the necessary steps taken to erect a building as soon as possible.

The Morton Street School is overflowing, especially in the primary classes. The premises are in good repair. I should, however, speak of the boiler, which is rather

small for this large house, containing nearly twenty class rooms. A large horizontal boiler would do the work easily and surely.

The Monmouth Street house is also overflowing. It now accommodates nearly one hundred pupils from the east portion of the Eighteenth Avenue district. The rapid increase in school population in the Monmouth Street district will make it necessary to occupy the seats now used by Eighteenth Avenue pupils. This, of course, will still further increase the need for additional room in the Eighteenth Avenue district.

The boiler room of the Monmouth Street house has, for a long time, been more or less flooded with water during heavy storms. The foundation walls have been thoroughly cemented and covered with asphalt, and a drain connection made with the sewer in Somerset street. This will doubtless entirely remove the trouble. The Board must remember the Thirteenth Ward is a large one and rapidly increasing in population. The children here largely attend the public schools, and abundant provision should be made for them.

The Miller Street School is now taxed to the full extent. The primary classes are more than full. The house is in excellent repair. The boiler, however, is entirely too small, and should be replaced by a larger one. The house now contains fifteen rooms with another in prospect in the court. Some changes in the partitions in the hall were made which has enlarged and greatly improved the teachers' room.

An accessible and convenient office for the Principal can be constructed in the northwest corner of the court. This will not materially lessen the court room, and will furnish the needed room for the Principal for all time to come.

I think the time is not far distant when the Board will need to again occupy the Elizabeth Avenue School property. This building contains two large and convenient class rooms. The location is good, and with proper improvements can be made among the finest in the city. The premises, for purposes of protection, are now occupied as a dwelling at a nominal rent.

The school accommodations in the Fifteenth Ward are in good repair but nearly exhausted. An easy remedy seems near at hand in the enlargement of the Lock Street building, if it is thought advisable. The probable enlargement of the Wickliffe Street School will make it possible and easy to relieve Central Avenue district.

The Building, Repair and Furniture and Supply Committees are specially to be commended for the excellent work they have done in their respective lines. Also Mr. Freeman, Superintendent of Erection and Repairs, for the vigilant, intelligent and efficient manner in which he has directed and supervised the buildings and numerous improvements made by the Board.

## LIGHTING, VENTILATING AND WARMING SCHOOL BUILDINGS. '

I call attention to these features in our school buildings under a special heading, to emphasize their importance and to commend the better attention they are now receiving from the school authorities.

In former times, about the only matter that received attention or was thought of importance was, how many pupils can be seated in the rooms. This idea dominated the plans from first to last. I am happy to say that this



view of the use of a school building has practically passed away, and that now the size of the room, height of the ceiling, size, location and number of the windows, arrangement and capacity of heating apparatus, some kind, at least, of ventilating appliances, ample hallways, stairways of proper width and slope, with suitable platforms, are deemed matters of great importance, and are receiving corresponding attention.

When we compare our present buildings with what we know they ought to be we feel that almost nothing has been done when, however, we contrast them with what they were years ago we are at once satisfied that great advance has been made. In healthfulness, convenience, comfort, fitness for all the legitimate purposes of school structures, they are commendable in a high degree. This, however, should indicate the line of progressive improvements towards which we should continually strive, and not that we have come to the end.

The following statements and figures are the result of careful observation, study, investigation and experiment by thoroughly competent men who have had excellent opportunities, and have given much time and labor to this kind of work. They are presented here that they may be in reach of those who may desire to use them.

The plans and methods of warming our school buildings are pretty well understood and applied. The buildings are generally well warmed. If the janitors are prompt and skillful in the performance of their duties no school need suffer on account of cold. About the only complaint we have occurs on Monday mornings. This seems to indicate that the fires are not started early enough.

The ventilation and lighting are not so well

accomplished. Scarcely any two architects or builders agree as to the proper method of ventilation. Some contend that ventilation should be at the top, others at the bottom of the room, or both. Some advocate what is called the plenum plan, that is by fan or otherwise force the air into the room; some the suction or exhaust method; others again would close all doors and windows and produce the necessary circulation and change of air by means of extensive air shafts connected with the heating apparatus, and thus they say we can furnish pure warm air without the danger of drafts. There is no doubt some truth in all these statements and partial success has been attained by them all. But I fear we have not yet reached a perfect system. The difficulties in the way of ventilating a large school building are not yet all removed. It matters not what system or apparatus may be used it requires intelligence and skill to apply it. I am satisfied the nearest approach to success we as yet have attained is by means of the direct and indirect system of steam heating. Where this system is properly handled I find the air of the rooms good.

I think under the supervision of the principal the janitor should use properly all the artificial means provided in the way of flues, registers, transoms and also utilize all the natural means and forces available. No building with any known system can be successfully ventilated without reference to the favoring or unfavoring conditions existing within and without the house. Little or no attention is given to the difference in temperature inside and outside, the direction of the wind, the surroundings, elevation, etc., all of which in a large measure modify and sometimes entirely neutralize the action of the appliances that are intended to and are

supposed to ventilate. In fact, the ventilation of a building is a fine piece of artistic work, and requires attention, intelligence and skill. In my judgement it is as much the duty of the principals and teachers to see that their pupils are supplied with pure air to breathe as it is to supply them with lesson exercises for the mental life.

The subject of ventilation of school buildings is not yet exhausted and will bear much study.

In regard to the light in our school rooms, there is much less cause for complaint now than formerly ; still, the light in a number of class rooms is very unsatisfactory. In providing light for study rooms, three considerations should always weigh : 1st, Amount of light ; 2d, Direction ; 3d, Even distribution. When the amount is sufficient, the direction right and the distribution is uniform throughout the room, all the conditions for proper vision will be met.

In regard to the amount, that depends upon the extent of window space and the obstructions that may exist near the building. In the selection of a site for a school building, the question of light should receive serious consideration. The location of the site and the plan of the building have much to do with the amount, direction and uniform distribution of the light. Science and experience have settled a number of things concerning this subject of light :

1st. As to amount. The window space should be at least from 20 to 25 per cent. of the floor space. A room 25 x 30 should have not less than 185 square feet of window space. If there be outside interference, this space should be increased. It may seem, at first thought, that this is unnecessarily large ; but we should remember

it is much easier to shut out an excess of light with windows than to obtain it without windows.

2d. In regard to direction, it is no longer a question to the superiority of skylight for study and school room purposes. No method of admitting light diffuses it uniformly and evenly as does this. Experience has shown this to be beyond successful contradiction. I am pleased to be able to say here that Mr. Freeman, the Superintendent of Buildings, is using this skylight principle wherever practicable; and it will not be long before many dark places that can be reached through these means will be lighted up.

The next best arrangement is from the sides and rear. At least two sides of the room should admit light. I know there are some who advocate light from one side; this they say avoids cross lights and confusion to the vision. The great objection to this one side plan is that it is nearly impossible to distribute the light evenly through the room, unless the room be very long and narrow, with the windows on the long side. This form of the room is found very bad for teaching purposes.

The windows should be not less than four feet from the floor, and should extend nearly to the ceiling as the light from above, as has already been said, is preferable to that on or near the level of the desk. The panes of glass should be large that all the light possible may be admitted without the interference of the cross bars. How to construct and use the windows of a school room is a matter of no little moment to the teachers and pupils.

3d. The distribution of the light after furnishing it is an art requiring attention, intelligence and skill on the part of those in charge of it. I find much serious

neglect here. Often when there is ample window space the blinds or shades, or both in some cases, are so misarranged or neglected that the light is wretched as to admission, direction and diffusion. A little intelligent adjustment of the shades or blinds in accordance with the principles noted in the foregoing would remove all the trouble. Many, I am sorry to say, seem not to know how to make this adjustment or are totally indifferent to it. Strenuous efforts are now being made to correct this.

The color of the walls of the school room is a matter worthy of attention. The relation of color to vision is a scientific question and not one of mere fancy. White walls are not so good for the eye as some of the colors are, as the reflection is strong and dazzling. Colors tinged with gray, blue and yellow are among the best for the eye.

The blackboards should be placed properly; never so as to compel pupils to occupy a twisting position while attending to exercises given upon them; nor so as to require children to face windows when looking at them. The direction of the light upon them should be such as will not cause confusing reflection. These boards should be kept clean, and the writing, figures and graphic work of any kind should be well arranged, and of such size that it can readily be seen in the most distant part of the room by the normal eye.

The desks should be so placed that the light can come from the left. As we write from left to right with the right hand this direction prevents the shadow of the hand from falling upon the work.

I will, before leaving this topic, venture a word or two concerning the adjustment of the desks to the use of the

pupil. The slope of the top of the desk should be about  $30^{\circ}$ . This is a fair angle for the eye. The relation of the seat to the desk should be such that the book may be from fourteen to sixteen inches from the eyes when the pupil sits erect. The desks should be of such height in relation to the seats that the pupil's elbows may rest upon them without any undue disarrangement of the shoulders. This is a matter of serious moment, as there are many bodily evils, all preventable, that grow out of school life.

#### ENROLLMENT AND ATTENDANCE.

I ask a close study of the following tables. They show clearly the direction and the character of the improvements that are steadily going forward in the schools as to variation in population in different sections of the city; the comparison of the enrollment with the average attendance, which is the real test of the strength of the schools as public institutions; the increase and decrease in certain departments and grades of the schools in different localities; the ages when the largest school attendance occurs. This information is valuable to the Board of Education, which is charged with the duty of providing for the present and future school needs of our growing city, inasmuch as it indicates the probable centers of population and the location of school buildings:

# ENROLLMENT.

Day Schools.....	25,137
Evening Schools.....	3,147
Total .....	28,284

The following table shows the enrollment, attendance, &c., in the different schools, from September, 1889, to September, 1890:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.
<b>Normal and Training</b>				
Sch.—Normal Dep't.	85	79	72	91.1
High School.....	908	798	726	90.9
Grammar Schools....	5,810	4,869	4,456	91.5
Primary " ....	17,724	13,202	11,515	86.7
Industrial " ....	376	231	192	83.1
Colored School.....	234	167	134	79.
Total.....	25,137	19,346	17,095	87.

The following table shows the increase or decrease in the different schools for the year 1890 over the year 1889:

	Enrollment.		Ave Enrollment.		Ave Attendance.	
	Increase.	Decrease.	Increase	Decrease.	Increase.	Decrease.
<b>Normal and Training</b>						
Sch.—Normal Dep't.	37	..	36	..	32	..
High School.....	68	..	98	..	82	..
Grammar Schools....	296	..	186	..	133	..
Primary " ....	218	..	341	..	251	..
Industrial " ....	..	59	..	13	..	13
Colored School .....	29	..	18	..	8	..
Total.....	648	59	679	13	506	13
Net increase....	589	..	666	..	493	..

Of the 25,137 enrolled for the year,

1,121	were between.....	5 and 6 years of age
3,116	" " .....	6 " 7 " "
3,127	" " .....	7 " 8 " "
2,946	" " .....	8 " 9 " "
2,731	" " .....	9 " 10 " "
2,872	" " .....	10 " 11 " "
2,589	" " .....	11 " 12 " "
2,534	" " .....	12 " 13 " "
1,850	" " .....	13 " 14 " "
1,118	" " .....	14 " 15 " "
598	" " .....	15 " 16 " "
304	" " .....	16 " 17 " "
137	" " .....	17 " 18 " "
94	" over .....	18 " "

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25,137

The fact still exists that the largest school attendance occurs between 7 and 8. It is not a pleasant or hopeful fact to contemplate that, at the average age of 8, the children in our schools begin to drop out, cease school work, and this constant and rapid decrease continues until the close of school life. This seems to indicate that many children are idle, or in the streets, or are illegally employed. Can anything be done to remedy this great evil? I trust the enforcement of the Compulsory School Law will do something.

Number of children attending private schools—census 1890:

1st Ward.....	449
2d " .....	438
3d " .....	124



4th Ward.....	206
5th " .....	453
6th " .....	817
7th " .....	894
8th " .....	708
9th " .....	207
10th " .....	609
11th " .....	352
12th " .....	1,520
13th " .....	1,263
14th " .....	59
15th " .....	229
<hr/>	
Total.....	8,328

The following table shows, in a convenient form, the variation in attendance of the pupils of respective ages for 1889 and 1890:

1889.	1890.	Increase. Decrease.	
991	1,121 were between 5 and 6 years of age....	130	..
3,094	3,116 " " 6 " 7 " " ....	22	..
3,068	3,127 " " 7 " 8 " " ....	59	..
2,909	2,946 " " 8 " 9 " " ....	37	..
2,888	2,731 " " 9 " 10 " " ....	..	157
2,834	2,872 " " 10 " 11 " " ....	38	..
2,636	2,589 " " 11 " 12 " " ....	..	47
2,339	2,534 " " 12 " 13 " " ....	195	..
1,768	1,850 " " 13 " 14 " " ....	82	..
1,028	1,118 " " 14 " 15 " " ....	90	..
544	598 " " 15 " 16 " " ....	54	..
255	304 " " 16 " 17 " " ....	49	..
112	137 " " 17 " 18 " " ....	25	..
82	94 " over 18 " " ....	12	..
<hr/>		<hr/>	
24,548	25,137	793	204
Net Increase.....		589	

## TEACHERS.

The number of the day school teachers in the care of the Board, their classification and distribution, the increase for the year ending June, 1890, are shown in the following table :

	Male.	Female.
Normal and Training School—		
Normal Department.....	1	2
High School.....	8	17
Grammar Schools.....	18	116
Primary “.....	5	264
Industrial “.....	..	5
Colored School.....	1	3
Special Teachers.....	2	1
Total.....	35	408
June, 1889.....	34	388
Increase.....	1	20

The following are the principal changes that occurred among the teachers during the past school year :

Mr. A. S. Downing, teacher of Mathematics in High School, resigned, August 7, 1890, to become a member of the New York State Institute faculty, and receive a large increase of salary. Mr. Downing was a teacher of great success.

Dr. C. P. Linhart resigned as teacher of Physical Culture in the Normal School. Dr. Linhart taught this subject with great acceptableness for two years.

At the opening of the present school year Mr. J. Prentiss was appointed to the position of teacher of Physical Culture. Mr. Prentiss is doing good work as a beginner.

Mr. Clarence S. Giffin was transferred from the vice principalship of Morton Street School to the principalship of Hawkins Street School, dating from September 1, 1890.

Miss M. Ida Dean was transferred from the position of vice principal of Primary Department in Central Avenue School to that of vice principal of Morton Street Grammar School, dating from September 1, 1890.

Miss Margaret Hollum from Grammar Department of Central Avenue School to the vice principalship of Primary Department of same school, dating from September 1, 1890.

Mr. C. S. Thacher, from High School, St. Joseph, Mo., was appointed temporary teacher of Mathematics in Male Department, High School, to date from September 1, 1890.

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#### OBITUARY.

The death of Miss Ida M. Jackson occurred May 29, 1890, after a lingering illness of several weeks. Miss Jackson was a teacher in the Holland Street Primary School, and upon enlargement of the South Tenth Street building she was transferred with her class to that school. She was a young lady of amiable disposition, excellent qualifications as a teacher, devoted to her work, beloved by her pupils and all who knew her. Her death was a severe loss to the school.

At next meeting of the Teachers' Institute suitable resolutions will be adopted.

Miss Margaret C. Breitwiesser, a temporary teacher in Hawkins Street Primary School, died December 5, 1890.

She graduated from the Normal School in the class of 1890, and had just entered upon her chosen work of teaching when she was stricken down with typhoid fever. She gave promise of excellent success.

Resolutions will be presented at next Institute.

### PRIMARY SCHOOLS.

Number of distinct primary schools.....	22
Number of classes in same.....	126
Decrease from last year.....	1
Number of primary departments in grammar school buildings....	18
Number of classes in same.....	136
Increase over last year.....	9
Total number of primary classes.....	262
Increase of primary classes for the year.....	8

These classes contained in the enrollment, 18,024; the average enrollment, 13,353; average per teacher, 68.8; average per teacher on the average enrollment, 51.

I can speak with a good degree of encouragement concerning these schools. Their influence upon the grammar schools, the High School, and even the Normal School, cannot well be mistaken. It is true their work is elementary—that is, beginning work; nevertheless, it is fundamental, and influences and holds the structure of the school subsequently erected.

Among the features worthy of note in these classes is the absence, in a large degree, of friction or antagonism.

between the pupils and the teachers. A spirit of obedience seems to prevail, and a feeling of sympathy and confidence on the part of both pupil and teacher characterizes the larger proportion of the classes in these schools.

The classes are generally large—in many cases, too large. The efforts of the Committee on Teachers and the Superintendent, to bring these classes within reasonable size for teaching purposes, have been attended with a good degree of success, and we hope ere long to be able to say no class is too large for good teaching and training.

There is a better conception and appreciation among the teachers of what constitutes good elementary teaching. This arises through better training of the teachers through the Normal School, the institute, the reading circle, educational journals, and other sources of professional education and training.

Over seventy-five per cent. of all the pupils enrolled in the public schools are enrolled in these primary classes; and when we call to mind what has already been stated in this report—that the withdrawal from school begins at the early age of between seven and eight—the vast importance of these elementary schools must be apparent to all. How very necessary that the strongest, most skillful and finest quality of teaching be done here.

I wish to utter a caution here concerning a frequent and exceedingly harmful practice of forcing pupils above their proper grade. The desire to have large so called first grade classes, or, for the convenience of the teacher, to place all the pupils in the same room on the same grade of work without regard to the fitness of the pupil, or, as is sometimes the case, raise the grade of the class

that the teacher's salary may be benefited. I repeat, I wish to caution against yielding to any of these temptations.

The examinations, reviews and tests in these primary departments and schools are applied and conducted in accordance with the directions of the Committee on Examinations and the Superintendent, without delay or friction.

The observation work in the lower grades is progressing well, and is demonstrating its value by its superior preparation of the pupil for his lesson work in the other subjects taught. The general condition of the primary schools is healthful.

## GRAMMAR SCHOOLS.

The following tabulated statement shows the schools during grammar school work, number of classes in each, the average enrollment, the average attendance and the number of pupils per class for the year.

You will notice that the classes number 123, an increase of seven over last year ; that the average enrollment is 5,116 ; the average attendance is 4,678. The per cent. of attendance being 91.4. This is an excellent record. The average number per teacher is 42. These figures so far, at least, as attendance and distribution of work is concerned, show a substantial condition of things.

These statistics are furnished by the Principals and are presented in excellent form, showing much care and labor.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
reet.....	8	358	337	45
on Street.....	10	311	281	31
“ .....	7	281	256	40
.....	1	45	39	45
Street.....	5	231	209	46
“ .....	10	436	405	44
th Street.....	3	117	109	39
“ .....	1	49	45	49
.venue.....	9	407	376	45
treet.....	5	262	240	52
“ .....	1	49	43	49
“ .....	9	286	269	32
“ .....	9	404	360	45
“ .....	1	39	34	39
hth Street.....	8	351	320	44
rket “ .....	6	215	196	36
Place. ....	3	132	120	44
treet.....	7	321	296	46
1 Avenue.....	5	197	179	39
1 Street.....	2	65	61	33
“ .....	6	239	213	40
venue. ....	7	321	290	46
... ..	123	5,116	4,678	42

grammar schools, in my judgment, are doing their part in the public school instruction of the city with a fair degree of success. I do not wish to be understood as placing them above criticism. They are far from perfect, and we all feel the need of much improvement. It is worth while to commend the spirit that seems to pervade generally. The teachers, as a rule, are earnest,

devoted and painstaking. They are ready to co-operate with the Superintendent, the Principals and the Board of Education in the use of the means and methods to advance their classes. The pupils, with few exceptions, manifest a willingness to use their opportunities and to conform to the requirements of the school.

There is very little complaining on the part of the patrons of the schools as to the progress or treatment of their children.

The relation of these schools to the other departments of our system and their importance in the course of training have been noticed many times by the Superintendent, and it is therefore unnecessary to extend this review of them.

I desire to speak again by way of caution to the Principals and teachers concerning the great temptation to force pupils in their grades beyond the grade of their qualifications. The anxiety to graduate a large class, or, as some put it, the largest class into the High School, sometimes, perhaps, oftener than we are aware, results in positive harm to the pupils and to the school. I urge the Principals and the teachers to guard the progress of your pupils through the schools with but one purpose in view, viz., the best interest of the pupil physically, morally and intellectually. This will not only enhance the substantial progress of the student, but will serve in the most effectual way the cause of sound education.

The examinations for graduation from the grammar schools took place in the High School building, June 17th and 19th, and were conducted by the Superintendent under the direction of the Committee on Examinations.

The number of applicants was 694; girls, 371; boys, 323; a decrease of 18 from last year.



The number graduated, 568 ; girls, 298 ; boys, 270 ; a decrease of 117 from last year.

Of the number graduated, 373 were admitted by " Honorary Graduation," girls, 210 ; boys, 163 ; and 195 by examination, girls, 88 ; boys, 107.

The number rejected, 126 ; girls, 73 ; boys, 53.

Of the 694 applicants, 81.9 per cent. were admitted, and 18.1 per cent. rejected.

The pupils were tested upon the following questions :

#### HISTORY.

1. Give a condensed account of Raleigh's exploring expedition, and his attempts to establish colonies in America.
2. Give the leading features of the great charter of Virginia, and note in what way it affects the present government of the United States.
3. Give the three forms of government and their leading features in the colonies at the close of the French and Indian war.
4. Describe the settlement, sale and division of New Jersey. Also the coming of the Scotch and the Quakers to east and west Jersey.
5. Give a condensed account of life in the colonial time, as to the first houses of the colonists, furniture, dishes, food, cooking, traveling and education.
6. Describe the battles of Lexington and Bunker Hill, and their effect upon the country.
7. Describe briefly the battle of Trenton and the surrender of Burgoyne's army, and their effect upon the country.
8. Describe the causes that led to the war of 1812 ; also the Mexican war. How long did each continue, and upon what terms was each terminated ?
9. What is meant by the doctrine of states rights ? How

many states seceded ? When and where was the government of the Confederate States formed ?

10. Give an account of the growth of the country as to population, wealth, inventions, travel, manufactures, etc.

#### GRAMMAR.

1, 2, 3 and 4. Using not less than thirty lines, write a composition upon one of the following subjects :

- (a) Unveiling of the Seth Boyden statue in Washington Park.
- (b) Reading.
- (c) One of your own choosing.

*The teacher in judging the composition will note the following points :*

- (a) *Character of thought*      (b) *Clearness of expression.*
- (c) *Capitals, punctuation, spelling and paragraphing.*
- (d) *Neatness and arrangement.*

5. Select from your composition and arrange the following :

- (a) A personal, a relative, an interrogative and an adjective pronoun. Tell whether they are nominative, objective or possessive in form.
- (b) A verb used in the infinitive form.
- (c) A phrase. Give the principal word and tell what it modifies.
- (d) A compound or a complex sentence. Name the clauses and show how they are connected.

6. Using one or more sentences, or a paragraph, illustrate the use of :

- (a) Transitive and intransitive verbs.
- (b) Active and passive forms.
- (c) Adjectives that complete predicates.
- (d) Nouns that complete predicates.

Name each form.

7. In sentences of your own construction, illustrate the :

- (a) Singular and plural forms of nouns.
- (b) Possessive forms of nouns.
- (c) Compound possessives.
- (d) Masculine and feminine nouns.

Name the forms in each case.

8. Analyze the following :

"The sun that brief December day  
Rose cheerless over hills of gray,  
And, darkly circled, gave at noon  
A sadder light than waning moon."

9. Examine carefully the following extracts and write a description of the pictures you see in each :

"Somewhat back from the village street  
Stands the old fashioned country seat.  
Across its antique portico,  
Tall poplar trees their shadows throw."

"The little bird sits at his door in the sun,  
Atilt, like a blossom among the leaves."

10. Write a brief business letter presenting or explaining some business transaction. Note with care the arrangement, penmanship, paragraphing, punctuation, spelling, etc. Sign, Henry Blank.

#### GEOGRAPHY.

1. State the difference between political geography and mathematical geography. Draw a diagram and illustrate the following : A sphere, circumference of a sphere, diameter of a sphere, axis of a sphere, great circle, small circle, degree.

2. Give the general classification of the waters on the surface of the earth. Define in full each class.

3. Define the following : A river, a tributary, confluence, an estuary, a river system, a river basin, a watershed, coast waters.

4. Compare the northern and southern sections of the United States as to physical characteristics, climate, soil products of farm, forest and factories.

5. Describe the New England States as to surface, coast, drainage, climate, productions, pursuits, and location of important cities.

6. Describe the Middle Atlantic States as to surface, rivers, climate, productions, pursuits, and location of important cities.

7. Compare the continents of South America and Asia as to location, form, surface, climate, drainage, commercial advantages and chief cities.

8. Name and locate the political divisions of Europe. Also name and locate an important city in each.

9. Bound the continent of Africa. Name and locate the Barbary States, and name and locate the capital of each.

10. Draw a map of the Mississippi river, and its principal tributaries. Describe the Mississippi valley as to its extent, drainage, climate, productions and chief cities.

#### ARITHMETIC.

1. Sold 60 bushels of oats at \$0.42 ; 40 bbls. of flour at \$8.50 ; 56 bushels of corn at \$0.58. Make out the bill, add 1 per cent. for cartage, and deduct 3 per cent. for cash, and receipt the bill.

2. A purchased a farm  $156\frac{1}{2}$  rods long and 124.6 rods wide, at \$75 $\frac{1}{2}$  per acre. Paid one half cash, gave a mortgage for the balance. At the close of one year he paid \$500 on the mortgage. How much remains due, money being worth 5 per cent.

3. Analyze : A farmer sold 2 barrels of apples at \$3 $\frac{1}{2}$  per barrel, spent  $\frac{2}{3}$  of the money for tea at  $\frac{3}{4}$  of a dollar a pound, and the balance for coffee at  $\frac{1}{6}$  of a dollar a pound. How many pounds of each did he buy ?

4. What will it cost to dig and wall the cellar of a house  $41\frac{1}{2}$

feet long, 33 feet wide and 8 feet deep, the wall to be  $1\frac{1}{2}$  feet thick ? The digging will cost \$0.50 per cubic yard and the laying of the wall \$15 per 100 cubic feet.

5. A merchant got a shipment of 500 bbls. of flour insured for 80 per cent. of its cost at  $3\frac{1}{4}$  per cent., paying \$107.25 premium. What did the flour cost him per bbl. ?

6. Find the maturity, term of discount and proceeds of the following note :

(\$1,250.)

NEWARK, N. J., June 12, 1889.

Six months after date I promise to pay James Jones, or order, twelve hundred and fifty dollars, with interest at 5 per cent.

Discounted at the bank Nov. 15.

7. A note dated April 17, 1884, payable on demand, has the following indorsements : June 5, \$253 ; Aug. 20, \$274.50 ; Nov. 17, \$420. What is due Jan. 1, 1885, interest at 6 per cent. ?

8. A. and B., contractors, received \$857.50 for grading a roadway. A. furnished 5 men for 20 days and 6 others for 15 days ; B. furnished 10 men for 12 days and 9 others for 20 days. What was each contractor's share ?

9. How many men will be required, working 12 hours a day for 250 days, to dig a ditch 750 feet long, 4 feet wide and 3 feet deep, if it requires 27 men, working 13 hours a day for 62 days, to dig a ditch 403 feet long, 3 feet wide and 3 feet deep ?

10. I sent to my agent in St. Louis \$1,508 to invest in flour. After deducting his commission at  $2\frac{1}{2}$  per cent., how many barrels of flour can he buy at \$5 $\frac{3}{4}$  per barrel ?

## SPELLING.

- |                   |                  |
|-------------------|------------------|
| 1. Spontaneous.   | 17. Luncheon.    |
| 2. Guiana.        | 18. Sassafras.   |
| 3. Rio Janeiro.   | 19. Financier.   |
| 4. Jeopardize     | 20. Ameliorate.  |
| 5. Reconnoiter.   | 21. Raillery.    |
| 6. Poignancy.     | 22. Anthracite.  |
| 7. Daguerreotype. | 23. Coalesce.    |
| 8. Leisure.       | 24. Chevalier.   |
| 9. Subsidence.    | 25. Compelling.  |
| 10. Precedence.   | 26. Besieging.   |
| 11. Fuchsia.      | 27. Typhoid.     |
| 12. Supersede.    | 28. Buoyancy.    |
| 13. Shoeing.      | 29. Æsthetic.    |
| 14. Filigree.     | 30. Courtesy.    |
| 15. Sibyl.        | 31. Coincidence. |
| 16. Transvaal.    | 32. Phantasies.  |
| 33. Velocipede.   |                  |

## READING.

All the classes in the first grade grammar department were examined in reading by the Superintendent. good effects in improving the reading that have attended these examinations for several years past continue.

All the grades below the first were examined in subject by the Principals, and the results incorporated with the general record. Under the stimulus and guidance of these periodic examinations the reading in all the classes in our schools has made very decided advancement. While I am not in favor of holding a lash of examination over the heads of the pupils, I am convinced that a firm and just test properly applied always has a healthy influence.

## SUMMARY OF THE EXAMINATIONS.

SCHOOL.	Applicants.		Admitted.				Rejected.	
			Honorary Graduation.		By Examination.			
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street.....	47	19	25	8	16	9	6	2
Washington Street.....	24	26	9	4	15	22	..	..
Lawrence Street.....	25	28	24	21	..	..	1	7
Colored .....	3	3	2	1	..	..	1	2
Lafayette Street.....	19	7	18	5	..	..	1	2
Newton Street.....	33	31	17	10	12	18	4	3
Summer Avenue.....	62	46	34	30	19	16	9	..
Chestnut Street.....	48	42	17	33	14	3	17	6
Oliver Street.....	36	36	23	18	..	4	13	14
South Eighth Street .....	23	19	10	4	4	13	9	2
South Market Street.....	11	16	6	8	4	8	1	..
Morton Street .....	19	29	15	14	..	6	4	9
Central Avenue. ....	19	16	10	7	2	4	7	5
Private. ....	2	5	..	..	2	4	..	1
Total .....	371	323	210	163	88	107	73	53
Total .....	694	373	195	126				

Average Age of Girls Admitted, 14.7.  
 " " Boys " 14.8.  
 General Average .....14.8.

Average Age of Girls Rejected, 15.1.  
 " " Boys " 15.4.  
 General Average .....15.3.

## EXAMINATIONS AND PROMOTIONS

The good effects of the plan now in use cannot be unabated in the main. Of course no plan is or can be perfect, and we must not be surprised or discouraged if defects do exhibit themselves occasionally. It is possible that pupils are now and then advanced who are not qualified. This will occur under any system that has been devised. We must take the influence of the plan into account in the schools in general. This has been beneficial to a marked degree. The teachers are in a large measure relieved from the strain and worry of making preparation for illudged and unreasonable examinations of pupils. The teachers are now held strictly responsible for the character of the examination tests and for the progress of their pupils when promoted to the next grades. The fact that pupils who fail to sustain promotion are returned to them again has a beneficial influence in leading the teacher to exercise a more careful judgment in testing and deciding the fitness of the pupil for promotion.

The chief advantage of the present system of making rating and honorary promotions is, the teacher is more interested in presenting and teaching subjects rather than pages in a book, and the pupil studies to master the subject rather than for examination and marks.

With the better judgment that comes with the continued and judicious use of it the teacher will be able to determine the qualifications of the pupils with a greater degree of accuracy, and cases for demotion will be fewer.

I think the daily work of the pupil as recorded in his book should enter into the estimate of his standing.



fitness for promotion or graduation, as well as the annual and semi-annual examinations; in short, all that the pupil does should enter into his final reckoning at the close of the year. The justice of this is apparent, and the advantage of it can readily be seen by all. When the child knows that every lesson, every exercise from the beginning will count for or against him, he will be very likely to hesitate when tempted to waste his time and neglect his studies, with the vain expectation that he can make them up at the final examination. I know of no means so effectual to secure uniformly good work throughout the year as the certainty of giving every part of the record its full weight. I urgently recommend that the entire daily and examination work of the pupil be used in determining his final standing and promotion.

## SUMMARY AND COMPARISON OF 1889 AND 1890.

## GRAMMAR DEPARTMENT.

Honorary Graduations, 1890 .....	373
“ “ 1889 .....	371

Increase.....

Honorary Promotions, 1890 .....	1,192
“ “ 1889 .....	1,036

Increase.....

Total Increase.....

## PRIMARY DEPARTMENT.

Honorary Graduations, 1890 .....	532
“ “ 1889 .....	425

Increase.....

Honorary Promotions, 1889 .....	2,050
“ “ 1890 .....	2,013

Decrease.....

Net Increase.....

Increase, Grammar Department. ....	158
“ Primary “ .....	70

Total.....

## HIGH SCHOOL.

This institution never was more prosperous than now. Its progress is steady and reliable. Its influence is great upon the public instruction of the city in its stimulus upon the lower schools, and in its preparation of pupils for the Normal School which entitles to teach in the schools of the city. It touches, in many ways, the interest and prosperity of the city. Its departments are well organized and fairly well equipped, although in nearly every case overcrowded.

The commercial department is very popular, and meets in a satisfactory manner the needs of many young men who desire to enter commercial life. It is efficiently instructed in all those branches pertaining to a practical business education.

The department of physics is exciting much attention among the students. The subjects are of a practical character, and are presented and treated, as far as the facilities at the command of the instructor will permit, on the laboratory plan, with experiments largely performed by the pupils. A feature worthy of commendation is the large amount of apparatus made by the pupils. The subject of electricity in its various applications is receiving much attention. The boys would do much more if a suitable shop or work room was available for their use. Such room can be easily provided by utilizing a vacant plot in the rear of the building. This ground is so located that it is of no use for yard purposes, but can be used for a shop without the least difficulty. Here is an opportunity to introduce manual training of the most practical kind into the physical department of the High School. I would earnestly urge that this shop be built.

# HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1890.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Normal and Training—Training Department.....	..	..	..	..	17	18	11	12	58
Burnet Street.....	33	37	30	27	21	39	14	44	245
Eagles Street.....	..	..	..	..	..	..	12	..	12
State Street.....	..	..	..	..	7	12	44	26	89
James Street.....	..	..	..	..	1	2	1	5	9
Washington Street.....	13	15	18	20	19	21	12	7	125
Marshall Street.....	..	..	..	..	12	15	19	7	53
Lawrence Street.....	45	24	27	29	28	22	..	..	175
Commerce Street.....	..	..	..	..	..	..	31	22	53
Colored .....	3	2	4	2	6	4	4	12	37
Lafayette Street.....	23	28	41	22	31	41	37	17	240
Newton Street.....	27	12	29	32	17	18	29	3	167
South Tenth Street.....	..	..	4	16	15	25	34	21	115
Camden Street.....	..	..	..	7	12	3	26	17	65
Thirteenth Avenue.....	..	..	..	..	15	17	28	29	89
Wickliffe Street Annex.....	..	..	..	..	..	..	6	9	15
Wickliffe Street.....	..	..	..	..	6	9	31	7	53
Summer Avenue.....	64	41	22	18	11	25	21	14	216
Webster Street.....	..	12	21	25	10	19	19	18	124
Franklin .....	..	..	..	..	13	21	12	18	64
Elliot Street.....	..	..	9	5	11	6	19	34	84
Chestnut Street.....	70	77	77	11	..	..	19	11	277

## HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1890.--Continued.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Oliver Street.....	41	48	62	28	14	8	18	28	247
South Street.....	..	..	..	2	5	6	12	8	33
Walnut Street.....	..	..	..	..	25	27	51	31	134
Houston Street.....	..	..	..	..	..	..	11	2	13
South Eighth Street.....	14	7	13	8	2	2	5	8	59
Roseville Avenue.....	..	..	..	..	8	6	3	4	21
North Seventh Street.....	..	..	..	16	7	5	20	3	51
South Market Street.....	14	17	12	17	12	6	11	3	92
Hamburg Place.....	..	..	22	35	42	56	29	29	213
Hawkins Street.....	..	..	..	..	28	15	15	22	80
Clover Street.....	..	..	..	..	5	9	9	10	33
Morton Street.....	29	19	24	30	23	43	21	35	224
Eighteenth Avenue.....	..	6	19	7	8	3	18	29	90
Eighteenth Avenue Annex.....	..	..	..	..	..	..	..	7	7
Monmouth Street.....	..	..	..	21	23	27	23	21	115
Miller Street.....	..	10	12	13	15	18	14	27	109
Central Avenue.....	17	17	15	31	39	23	24	25	191
Lock Street.....	..	..	..	..	..	11	20	35	66
Total.....	373	323	417	452	532	614	726	673	4,110

use of gas on all cloudy days. This trouble can be easily removed, and should be without delay.

At the request of the Superintendent, the Principal of the High School presents the following statement concerning the High School :

*" Mr. Wm. N. Barringer, City Superintendent of Public Schools :*

" The number of pupils entering the High School in the fall of 1890 was 50 less than entered in the fall of 1889, but more pupils remained, so that we enroll only 10 less than last year. Total enrollment this year, 918.

" We labor continually, and with some success, to impress upon our pupils the importance of staying in school till they have finished their full course.

" Our largest falling off is in the first year class. Altogether too many boys, as soon as they enter the High School, begin to ' look for a place.'

" If pupils could remain another year in the grammar schools, studying algebra, book-keeping, physical geography and elementary physics, the High School would not be so crowded, nor would so many leave before finishing their course. The first year in the High School should be very practical and every way valuable, as it is the last year of school to so many.

" In the fall of 1887 there entered the High School 220 boys and 231 girls. Of these, there returned the second year, 93 boys and 122 girls, a loss of boys of about 57 per cent., and of girls 47 per cent. In the fall of 1888 there entered 221 boys and 249 girls. There returned, 90 boys and 133 girls, a loss of 59 per cent. of boys and 46 per cent. of girls. In 1889 there entered 231 boys and 294 girls. There returned, 105 boys and 152 girls,

a loss of 54 per cent. of boys and 48 per cent. of girls. This is a matter for serious thought.

"In a report that I made to the Committee, in 1884, I said: 'I am decidedly in favor of having the female department (as well as the male) conducted on the departmental plan.' Formerly each teacher taught all the studies in a given class, but we changed the plan in the male department some fifteen years ago; but there have been obstacles that have prevented the change in the female department, and those obstacles have never been entirely removed till this year, and now the work is being done on the departmental plan. At first there was some friction, but things now move smoothly and the lady teachers generally are happy in their work. The girls change rooms as they change teachers, thus getting a little relaxation and fresh air between each recitation. They lose ten minutes in time, but gain twenty in vigor.

"Formerly the study of the English language and literature was fragmental. We studied an author rather than his work, and but little of this work was done except in the senior class. Now we study English in all the classes. A book or poem is put into the hands of the pupil, and she learns of an author through his writings. Different classes are studying something from Shakespeare, Scott, Macaulay, Bryant, Holmes, Hawthorne, etc.

"I gave two classes an examination a few days since, and the last question to a class that had been studying *Thanatopsis* was: 'Of what value has the study of Bryant been to you?'

"Among the replies were the following: 'The study of this author has made me feel less like reading the sentimental nonsense written by some people.' Another

said : ' The study of Bryant has been of use to me. 1st. In showing how beautiful Nature is in all her aspects 2d. In showing how beautiful and emphatic poetry may be made by the use of Anglo Saxon words. 3d. In teaching me that by studying poetry the hidden beauties of it are discovered. 4th. In qualifying me to enjoy other poetry.'

" The same question was asked to a class studying Scott's *Lady of the Lake*. Here are a few of the replies :

' The study of the *Lady of the Lake* has taught me how to read a poem.' ' From it I have learned something of the manners and customs and character of the Scottish people, and something of the geography and history of Scotland. In reading I have learned to use my mind and not my eyes alone.' ' It has improved my mind and given me great pleasure.' ' The study of this poem has led me to think more about Scotland in the middle ages, and has incited me to get books and read about what was done in those early times, and how they lived in castles, fought battles, and tried to serve their king, and I have learned about the clans and how they were formed.'

" There is no study in school that the teachers or pupils are more interested in than in the study of English on the new plan. The careful study of the Latin, Greek and German is all very good, but it seems to me that the most important language for our pupils to master thoroughly is the English. We are especially fortunate in having so near us the Newark Public Library, and the very efficient librarian, Mr. Frank P. Hill, is ever ready to aid us in finding just the books that we need. Each pupil is allowed to draw one book, and our twenty-four



teachers each six books at one time, thus making the library of great practical value in our school work.

"You may like to know what colleges have representatives from our school. We have to-day boys in Rutgers, Princeton, Columbia, Harvard, Yale, Colby, Syracuse, Lafayette and Bellevue Medical College, and girls in Wells, Smith, Barnard, Harvard Annex and Women's Medical College of New York, and they are all doing credit to the Newark Public High School.

"In the fall of 1889 German was made optional with Latin in the girl's department. Last year 226 girls (omitting the senior class as they were so nearly through) took German and 251 Latin. This year, in the corresponding classes, 261 take German and 300 Latin. These figures show that the people appreciate the advantages offered. Two teachers, Miss Büttner and Miss Bigelow, devote their entire time to teaching the German. The Board did a wise thing in putting in the German; perhaps they will think best by and by to add French to the list of optional studies.

"You have occasionally seen a notice of a lecture at Association Hall for the benefit of the High School. These lectures have been managed by different teachers, and for a twofold purpose; first, to benefit the pupils, and, second, to enable teachers to purchase special books and appliances for their class room work. Since 1886 we have received from various lectures and one concert over \$1,000. The boys and girls publish yearly the *High School Annual*, and that has netted since 1886 \$319.22, making a grand total since 1886 of \$1,357.34. All of this has been put into school appliances, and this has been generously supplemented by the Board, so that now we have a large number of books—not so many as we want—and a valuable chemical and philosophical apparatus.

"And we have done something in the way of charity. In 1888 we gave to the yellow fever sufferers \$65.21. In 1889 to the Johnstown sufferers \$207.76, and last Thanksgiving we sent a donation of \$46.18 to the Orphan Asylum.

"In conclusion, I would say that the teachers are at work harmoniously, and we confidentially expect that this will be the most fruitful year the High School has ever seen.

"Respectfully submitted,

"E. O. HOVEY,  
"Principal."

The following table shows the number of graduates for each year since 1862, twenty-nine years :

Year.	Males.	Females.	Total.
1862 .....	8	..	8
1863 .....	8	22	30
1864 .....	6	8	14
1865 .....	6	13	19
1866 .....	8	16	24
1867 .....	4	23	27
1868 .....	4	25	29
1869 .....	6	30	36
1870 .....	7	34	31
1871 .....	9	19	28
1872 .....	10	30	40
1873 .....	13	26	39
1874 .....	14	18	32
1875 .....	14	33	47
1876 .....	17	46	63
1877 .....	19	41	60
1878 .....	32	47	79

Year.	Males.	Females.	Total.
1879 .....	24	48	72
1880 .....	26	39	65
1881 .....	24	46	70
1882 .....	21	53	74
1883 .....	27	48	75
1884 .....	30	40	70
1885 .....	39	43	82
1886 .....	42	53	95
1887 ... ..	32	45	77
1888 .....	27	63	90
1889 .....	37	61	98
1890 .....	51	49	100

Total number of graduates, 565      1,019      1,584

An average of 54 each year.

The graduates for this year were distributed as follows :

Scientific Course.....	3
Classical      " .....	8
English      " .....	12
Commercial      " .....	28
Ladies'      " .....	49
<hr/>	
Total.....	100

Of the entire number of graduates, 72 were of the four years' course, and 28 of the two years' course.

A study of the above tables reveals the steady growth of the High School. The 1,584 graduates that have gone out from the school during its history is a sufficient comment on the value and strength of the institution.

## COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

These exercises were held in Miner's Theatre, Wednesday evening, June 18th. The audience, as usual, was large and seemed to highly enjoy the exercises. The class reflected credit upon the school and received all the honors of the occasion.

### ORDER OF EXERCISES

OVERTURE—"Summer Night's Dream," - - - *Supp*

MUSIC—Selection—"Bohemian Girl," - - - *Balf*

ENTRANCE OF GRADUATING CLASS AT EIGHT O'CLOCK.

MARCH—Dedicated to the Class of '90, - - - *Vos*

ORATION—"Personal Responsibility of the Citizen,"  
Herman B. Lehlbac

ESSAY—"Carlyle's Conception of the Hero,"  
Miss Rachel Frie

CHORUS—"There is Music by the River," - By the Class

ESSAY—"Hermann der Cherusker," - Walter B. Aller  
(Commercial Senior.)

MUSIC—"The Darkey's Dream," - - - *Reeve*

ESSAY—"The Two Locksley Halls," Miss Jessie M. Wendover

ORATION—"Conflict Between Religion and Science,"  
Ernest F. Lyon

ESSAY—"A Letter to Columbus," Miss Helen E. Williams

MUSIC—"Forge in the Forest," - - - *Michaelis*

ORATION—"The Importance of Classical Studies,"  
Lawson H. Wickware

ESSAY—"Sesames," - - - Miss Annie C. Rud

CHORUS—"The Fairy Ring," - - - By the Class

ESSAY—"Three Villains: Don John, Iago and Iachimo,"  
Miss Leonora R. Gaff

ORATION—"The Future of the Workingman," Wm. C. Nicol

MUSIC—"Spanish Waltz," - - - *Alma Aronso*

PRESENTATION OF CLASS FOR GRADUATION, BY E. O. HOVEY,  
PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS, BY EDWARD GOELLER, PRESIDENT  
OF THE BOARD OF EDUCATION.

PRESENTATION OF PRIZES, BY JOHN BREUNIG, CHAIRMAN  
HIGH SCHOOL COMMITTEE

Edward Goeller Prize--*For the highest per cent. in scholarship  
and deportment of the class in German during the year*--  
Walter B. Allen.

Gift of the Gentlemen of the Class of Seventy-nine--*For the  
highest per cent. in scholarship, deportment and attendance  
of the Graduates of the Commercial Department*--Moses  
Jedel.

Gift of the Alumni--*For the highest total average of all the  
examinations for the four years by the young ladies*--Sara  
E. Van Duyne.

Gift of the Alumni--*For the best oration*--Wm. C. Nicoll.

John L. Johnson Medal--*For the highest per cent. in mathe-  
matics during the past four years*--Jessie M. Wendover.

Tichenor Medal--*For the best rhetorical work during the year  
by the young ladies*--Mary R. Ledwith.

Abbie A. E. Taylor Medal--*For the best final essay of the young  
ladies*--Leonora R. Gaffy.

Hovey Medal--*For the highest per cent. in scholarship, deport-  
ment and attendance of the entire class during the year*--  
Kate Nichols.

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## GRADUATES OF 1890.

### SENIOR BOYS.

#### *Classical and Scientific Course.*

James R. Blake,

Charles G. Colyer,

Henry J. Hahn,

Fred. Hoadley,

Drew T. Harthorne,

Herman B. Lehlbach,

Ernest F. Lyon,

Fred. W. Memmott,

Fred. P. Schenck,

C. Ludwig Thiele,

Lawson H. Wickware.

*English Course.*

William H. Burnet,  
 Albert G. Clark,  
 Robert G. Contrell,  
 William A. Duren,  
 Arnaud G. Heller,  
 William A. Kinsey,

Nathan Kussy,  
 William C. Nicoll,  
 Frank C. Ormsby,  
 William H. Osborne,  
 William Schopfer, Jr  
 Charles E. Teeter.

## SENIOR GIRLS.

*General Course.*

Lulu B. Albertson,  
 Nellie M. Badgley,  
 Lucy E. Baker,  
 Eva E. Bayley,  
 May E. Bennett,  
 Mabel I. Blanchard,  
 Rosie Bornstein,  
 Florence M. Burtchall,  
 Grace A. Coe,  
 Margaret C. Delaney,  
 Mabel W. Dixon,  
 Lena E. Egner,  
 Antoinette Forbes,  
 Rachel Fried,  
 Leonora R. Gaffy,  
 Julia A. Harlow,  
 Anna M. Hausman,  
 Maud G. Hogan,  
 Laura E. Hunt,  
 Nellie S. Kinnard,  
 Mary R. Ledwith,  
 Minnie L. Lewis,  
 Nettie A. Marlatt,  
 Mona M. May,

Mary C. Meade,  
 L. Louise Melick,  
 Jennie L. Menagh,  
 Theresa Navatier,  
 Kate Nichols,  
 Margaret Nichols,  
 Margaret Randolph,  
 Bertha A. Redding,  
 A. D. Reeve,  
 Annie C. Rudd,  
 May Irene Sherman,  
 Nellie L. Smalley,  
 Lue Tunison,  
 Sara E. Van Duyne,  
 Susie H. Vieser,  
 Florence A. Vreeland  
 C. May Welcher,  
 Jessie M. Wendover,  
 Josephine D. White,  
 Amelia A. Wilkins,  
 Helen E. Williams,  
 Mabel Willoughby,  
 Flora York,  
 Annie M. Young.

*Scientific Course.*

Ada Davis.

*Commercial Course.*

Walter B. Allen,  
 Louis J. Auerbacker,  
 Max Bloch,  
 Herbert N. Brand,  
 Fred. Bruen,  
 Harvey D. Cadmus,  
 Charles Clark,  
 J. Harry Elkins,  
 Thomas C. Griffiths,  
 John Haas,  
 Moses Jedel,  
 John A. Kern,  
 Adolph Kuhne, Jr.,  
 Simon Lang,

Edward V. Lyon,  
 Emil O. F. Mahr,  
 Thomas J. McElhose,  
 George R. Potter,  
 Henry B. Rogers,  
 Frank Saul,  
 Robert Schaller,  
 George J. Schmauder,  
 Samuel J. Schnarr,  
 John P. Streib,  
 Warren B. Stout,  
 Arthur J. Thowless,  
 Wilbert E. Titus,  
 Edward L. Weil.

## THE NORMAL AND TRAINING SCHOOL.

The growing importance of this institution is recognized from year to year by the Board of Education, and the true friends of our schools. Its standing and claims growing out of its relations to the schools of the city were never of more significance than now. There is no need more imperative in the schools of the land than thoroughly qualified teachers in scholarship, culture and professional training. The most pressing problem now under solution is how best to secure such teachers. Of course we turn to the professional school as the means by which this can be done.

We all are familiar with the trite but true saying: "As

the teacher so is the school." I will supplement as the Normal School so is the teacher. This centers the responsibility where it belongs.

That the Normal instruction and training of the country needs to be placed on a higher and broader plane is admitted by all educators and friends of education. In proof of this we may call attention to the fact of the deep interest now taken in teaching as a science and profession by a very large number of the colleges and universities. Schools of Pedagogy, of the same grade and holding the same relation to the college or university as law, medicine and theology, are being organized. Chairs of pedagogy and educational science are established in many colleges, and the ablest and most eminent educators are called to fill them. I would call special attention to the School of Pedagogy connected with the University of the City of New York. Also to Clark University, a recently largely endowed institution located in Worcester, Mass., of which Dr. G. Stanley Hall is President. Dr. Hall is one of the most eminent living educators. One of the leading purposes of this university is to investigate by all the methods and through all the means known to philosophy and science the history and development of the educational theories and systems that have been prominent in their influence upon the education and civilizations of the world. It is not difficult to understand that when education and the profession of teaching shall receive their full share of time, research, investigation and experiment that the higher institutions give to all the other lines of investigation and discovery, we shall be justified in expecting an equal advance.

Some doubtless will say, what has this to do with the



modest little Newark Normal School? I reply that whatever has to do with the advancement and elevation of education as a science or teaching as a profession has to do with every normal school, however small or humble, by bringing to bear upon the general subject of sound, practical education, liberal educated, public sentiment, without which no substantial progress can be made in any reform.

The Normal and Training School is making commendable progress in the two years' course laid down for it.

The year closing June, 1890, was a burdensome one as the school furnished all the substitutes for the schools of the city. In addition to this the prevalence of the grippe among the teachers made the substitute work exceedingly heavy, so much so that some days every member of the Senior class and a number of the Junior class were on duty as substitute teachers in the schools.

Notwithstanding all this the course was fairly well completed, and the Seniors graduated with a good standing.

The school opened last September with an excellent attendance. The Senior class enrolled 43, and the Junior 40. Thus far this year the attendance has been fairly good, and the work of the pupils shows earnestness and a growing appreciation of the value of the Normal course.

The Senior class continues its visitation for observation and practice in the following grammar schools: Burnet Street, Washington Street, Lawrence Street, Lafayette Street, Summer Avenue, Chestnut Street, South Eighth Street, Morton Street, Miller Street and Central Avenue. The pupils spend three days each week, viz., Tuesday, Wednesday and Thursday in this observa-

tion and practice work, and two days, viz., Mondays and Fridays in the Normal department for two consecutive weeks, when they return to the Normal School for two weeks, and the second division takes their place in alternation. By this method each pupil has three-tenths of her time for observation and actual practice in the school room. The Junior class is divided on the same plan taking their observation and practice, however, in the training department of the Normal and Training School. The arrangement is quite satisfactory, but experience will undoubtedly point out needed improvements.

Dr. Linhart, who had taught the school in physical culture during the past two years, resigned to accept a position in Chicago. Mr. Lory Prentiss succeeded him in the Newark Academy, and was appointed to instruct in the Normal School to the same extent and upon the same terms that Dr. Linhart had done.

The success in this department is, perhaps, all we can expect with the present facilities. But it is not what we need and desire. In the first place the lessons and exercises must all be given outside of school hours which makes it to seem somewhat of a task. We very much need room for this work in the Normal and Training School building. Then this instruction and these physical exercises would form a part of the regular daily work of the school, and excuses for relief therefrom on account of over hours and overwork would have little weight. This is another reason why the accommodation for this institution should be greatly enlarged. However we are doing the best we can with the time and facilities at our command, believing that when a good beginning has been made the needed extensions will come in due time.

A number of the schools of the city are introducing this physical work in good earnest. This indicates that patience and perseverance will bring success in the end.

A Kindergarten class was started in a small way during the last term of last year. A small quantity of kindergarten material was furnished together with the necessary furniture as tables, chairs, etc. The beginning, under Miss Cornish, was so satisfactory that at the opening of the school year, September last, the material and the work were considerably extended. Miss Sarah J. McNary, graduate of Wellesley College, was placed in charge. Her success was complete, and we may consider the kindergarten work a permanent part of the regular Normal and Training course. A vacancy occurring in the Junior class of the Normal department Miss McNary was transferred to that class, and other provision will soon be made for the kindergarten class.

I wish here to urge upon the Board the absolute necessity for enlarged accommodations for this all important school.

Reference has been made to this need in other parts of this report, and the recommendations made need not be repeated here.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Enrollment.	Ave. Attendance.	Graduates.
1880.....	33	29	29
1881 .....	28	25	27
1882.....	31	26	28
1883.....	37	34	36
1884.....	39	32	35
1885.....	36	32	35

	Enrollment.	Ave. Attendance.	Graduates.
1886.....	41	34	36
1887.....	55	49	53
1888.....	33	31	33
1889.....	43	40	..
1890.....	79	72	40
	<hr/>	<hr/>	<hr/>
Total.....	455	404	352

A glance at the above table shows the steady growth of this institution. Of the 455 enrolled, 352 graduated and are very largely now engaged in teaching in the schools.

In the year 1889 no class graduated, on account of the introduction of the two years' course. This explains the apparent discrepancy between the number enrolled, 43 and the number graduated, 352.

When we realize that fact that, practically, all the teachers in the primary and grammar schools are trained in this school, we are again reminded of its importance and should provide liberally for its needs.

## COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

A large and highly interested audience assembled at Association Hall to witness these exercises. The class acquitted itself with credit to the school, and the honors of the occasion were earned and graciously received.

### ORDER OF EXERCISES.

OVERTURE—"The Castle Gate," - - - *Schlepeger*  
ORCHESTRA.

PRAYER.

SONG—"The Lord is my Shepherd," - - - *Henry Smart*

BY THE CLASS.

Wilhelminah Warring, Accompanist.

ESSAY—"The Real and Ideal of To-day,"

BESSIE C. SCHENCK.

SONG—"The Chimes," - - - - - *J. C. Macy*

BY THE CLASS.

ESSAY—"Vision of Mirzah,"

MARY L. CONSELVEA.

VOCAL SOLO—"The Maiden's Song," - *Meyer Helmund*

GRACE A. ROBERTS.

ESSAY— { "A Woman not too great and good  
              { For human nature's daily food,"

FLORENCE L. HAINES.

MUSIC—"Dance of the Autumn Leaves," - - - *Mattè*

ORCHESTRA.

ESSAY— { "The Love of Nature," or  
              { "How the Poet Sees."

EDITH M. LOWEREE.

SONG—"The Daffodils," - - - - - *King Hall*

BY THE CLASS.

ESSAY—"Aude Sapere,"

KATHERINE F. BELCHER.

VOCAL SOLO—"Thee, I think of Marguerita," *Meyer Helmund*

GRACE A. ROBERTS.

ESSAY—"Class History,"

RACHEL K. JORALEMON.

CHORUS—"The Graduate's Farewell,"

BY THE CLASS.

PRESENTATION OF CLASS FOR GRADUATION, BY PRINCIPAL  
K. S. BLAKE.

AWARDING OF DIPLOMAS, BY WM. N. BARRINGER, CITY  
SUPERINTENDENT.

MUSIC—"Wie der Wind," - - - - - *A. Killig*

## GRADUATES OF 1890.

Ella C. Ackerson,	Daisy M. Law,
Charlotte R. Barnard,	E. Theresa Leary,
Katherine F. Belcher,	Edith M. Loweree,
Margaret C. Breitwieser,	Edith O. Martin,
Emma C. Christie,	Amy H. Marvin,
Mary Plum Cornish,	Mary B. McCrea,
Mary L. Conselyea,	Jane E. McKee,
Lilian Coursen,	Nellie E. Reeve,
Laura F. Dickerson,	Grace A. Roberts,
Adelaide Drummond,	Bessie C. Schenck,
Emma I. Fithian,	Florence Taylor,
Frances C. Force,	Ada M. Turner,
Jane Forman,	Albertina G. Tillard,
Jessie Gillott,	Helen M. Van Ness,
Claribel Gogl,	Wilhelminah Warring
Florence L. Haines,	Gertrude Warring,
Della Joralemon,	Edith M. Williams,
Rachel K. Joralemon,	Emma Wolf,
Augusta Kempe,	Esther Weil,
Agl�� L. Labiaux,	Clara Zahn.

I desire to commend all the teachers of the Normal and Training School for their zeal and devotion, and for the large measure of success they achieved under many difficulties.

## SUMMER SCHOOLS.

These continue to grow in favor. They are highly appreciated by those whom they are intended to benefit. During their sessions many thanks are expressed, and the Board of Education is congratulated and commended for its wisdom and liberality in establishing these summer schools.

It is a very great surprise to many to witness the willingness and pleasure with which large numbers of children attend these schools. It has been the opinion of many in the past that children dislike school. This is a great mistake. In revealing this mistake these schools are worth all they cost. Children love school when it meets their real needs and satisfies the activities of their natures. This these summer schools do. Hence the eagerness with which they are attended.

I recommend that a summer school be opened in South Market street building, and also in South Tenth street house. I am satisfied that in both these localities large schools could be organized. The children in these districts do not leave the city during the summer vacation, and would welcome the opportunity they would afford them.

As I stated last year, it would be wise to scatter these schools, making them more accessible. This is all the more necessary as the children are young and should not be compelled to go long distances.

The following statistics will show the condition of these schools:

SCHOOL.	No of Classes	No of Pupils Enrolled.			Average Attendance.
		Male.	Female.	Total.	
Newton Street.....	9	254	199	453	280
Wickliffe " .....	4	83	86	169	113
Webster " .....	3	97	83	185	132
South " .....	3	72	81	153	72
Hamburg Place.....	7	231	182	413	276
Morton Street.....	11	287	242	529	375
Total.....		1,024	878	1,902	1,248

The following exhibits the various ages of the children attending :

SCHOOL.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15
Newton Street..	89	89	94	76	56	33	11	5
Wickliffe " ..	36	25	37	27	16	19	5	4
Webster " ..	33	32	34	34	17	19	7	9
South " ..	38	26	26	25	20	10	6	2
Hamburg Place.	136	67	71	60	39	29	9	2
Morton Street..	121	111	84	90	72	37	11	3
Total.....	453	350	346	312	220	147	49	25

The following shows what schools the pupils attend before entering the summer schools :

SCHOOL.	Public School.	Private School.	No. Sch.
Newton Street.....	389	61	3
Wickliffe " ..	95	74	..
Webster " ..	145	37	3
South " ..	128	23	2
Hamburg Place.....	352	61	..
Morton Street... ..	473	46	10
Total.....	1,582	302	18

In closing this article I would state that many inquiries come from various parts of the country concerning these summer schools. There seems to be a growing and widespread conviction that something of this kind should be done for that very large number of children in every large city who cannot take a vacation in the mountains or at seashore. And it also appears that Newark is the pioneer in this movement.



## EVENING SCHOOLS.

These have been discussed so fully in these annual reports during the past half dozen years that but little need be said now. Their necessity is admitted; their strength has been demonstrated.

They now constitute an important and permanent department of the educational system of our city. Their value increases from year to year. This is owing to the accumulated experience in their management, and the better appreciation of them by their patrons and the public at large. Also we are securing a body of better qualified teachers for service in them.

The enforcement of the compulsory school law has improved very decidedly the attendance. I have no doubt concerning the efficiency and final triumph of this law if it be patiently and wisely enforced.

The evening schools have a great work to do in reaching the foreign element now so large and rapidly increasing. The course of instruction in these evening schools has been arranged with reference largely to this need of those who are in such large numbers coming to us. Reading, writing, composition work in letter writing, business transactions, the elements of book-keeping. The prominent facts in history, the forms and administration of our governments, national, state and municipal, and in so far as may be by patriotic songs and readings to awaken and foster feelings of respect and love for our flag and the government of these United States.

While many imperfections still exist and much poor work is doubtless done, yet there is much to encourage us, and I urge the Board to foster them to the full extent of its recognition and means.

An important step was taken at the opening of the schools last October in the organization of an Advanced or Evening High School in the High School building.

This school organized with two classes of about forty pupils each. The general standard for admission is graduation from a grammar school or its equivalent. Thus far the attendance has been quite satisfactory, and the institution seems to be an assured success. There will be without much doubt three or four classes next year, a good number from the regular evening schools will be qualified to enter the advanced school. In addition to this a number of the graduates of the grammar school who cannot enter the day High School on account of entering business, will avail themselves of this opportunity to continue their High School studies. The course covers three years with graduation and diploma at the close for those who satisfactorily complete the course.

There is a large and very rapidly growing population west and southwest of Eighteenth Avenue School. The Morton Street Evening School has become very large numbering from twelve to fourteen classes. Some of these pupils are obliged to come a long distance through dark and poorly flagged streets. In my judgment it would be a great convenience and profit to this section to organize an evening school in Eighteenth Avenue School building. I am of the opinion that from six to eight full classes can be organized here without in any way interfering injuriously with Morton Street Evening School. These classes would be composed entirely of those who very much need this opportunity for instruction. I present this recommendation for the consideration of the Board.

The following statistical tables are submitted :

The number of pupils registered, 2,535 ; males, 1,952 ; females, 583.

Number of teachers employed in the evening schools, 59; males, 27 ; females, 32.

The number of pupils suspended or expelled is shown below :

Lafayette Street. . . . .	6
Newton     "     . . . . .	..
Webster     "     . . . . .	..
South Market Street. . . . .	3
Morton Street. . . . .	6
Central Avenue. . . . .	13
	—
Total. . . . .	28

The above table is a brief summary of the schools as to enrollment, number of teachers, number of suspensions, etc.

The following table shows the enrollment, attendance, &c., for the year ending March 1, 1890 :

SCHOOL.	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Lafayette Street. . . . .	464	289	223	77.1	5 mos.
Newton     "     . . . . .	333	216	177	81.9	5 mos.
Webster     "     . . . . .	354	215	154	71.6	5 mos.
South Market Street. . . . .	505	336	256	76.1	5 mos.
Morton Street. . . . .	488	309	216	69.9	5 mos.
Central Avenue. . . . .	391	215	166	77.2	5 mos.
	—	—	—	—	—
Total. . . . .	2,535	1,580	1,192	75.6	5 mos.

The average nightly membership in each school each month is shown in the following table :

SCHOOL.	Oct.	Nov.	Dec.	Jan.	Feb.	Ave
Lafayette Street..	397	307	272	233	234	
Newton " ..	313	256	215	220	177	
Webster " ..	314	265	203	165	129	
South Market St.	420	345	328	306	282	
Morton Street...	436	369	314	242	182	
Central Avenue..	331	244	207	159	136	
Total.....	2,211	1,786	1,537	1,325	1,140	1,515

#### EVENING DRAWING SCHOOL.

This school loses none of its strength and popularity. Since its removal to its present rooms, corner Halsey and Market streets, its numbers have largely increased.

The instruction continues to improve in all the departments. The free hand classes are large and are doing excellent work. Those attending these classes are largely employed in the jewelry factories and pattern shops, carving and turning establishments. Those in the architectural classes are almost entirely builders, while those in the mechanical department are machinists. Those in the cast and model department are trained to do objective work direct from the object, under the influence of light and shade. Clay modeling should be introduced into this class at the beginning of next year. I would urge this upon the Board as a matter of importance in completing this course.

When the rooms now in use were fitted up it was thought by some that the school would have more than enough room. Experience, however, shows that we are almost as badly crowded now as we were in Library Hall. Additional room can be had, and should be secured at once. The influence and benefit of this school can be largely extended thereby. Several more classes can and should be organized next year.

From the foregoing the Board will perceive that this school touches directly nearly all the industries of our city. We cannot, from a commercial standpoint, afford to neglect it. Money expended here is well invested.

The following are the statistical details for the year ending April 1, 1890:

Number of pupils enrolled in each department:

Mechanical Drawing.....	172
Architectural Drawing.....	146
Freehand Drawing... ..	294
<hr/>	
Total.....	612

Average enrollment for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave.
<b>Mechanical Class I.....</b>	24	19	17	17	15	16	18
"    "    II....	31	29	30	26	25	21	27
"    "    III....	88	88	80	55	52	47	68
<b>Architectural " I.....</b>	10	10	9	7	6	6	8
"    "    II....	27	27	26	23	22	22	25
"    "    III....	40	39	36	49	46	44	42
<b>Freehand " I.....</b>	16	18	19	20	19	17	18
"    "    II....	76	71	61	61	58	46	62
"    "    III....	76	69	58	58	58	44	61
<hr/>							
<b>Total.....</b>	388	370	336	316	301	263	329

## Average attendance for each month :

		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave.
Mechanical Class I.....		19	17	13	13	11	11	14
" " II ....		28	23	23	19	18	16	21
" " III ....		80	77	68	45	41	37	58
Architectural " I.....		10	10	7	5	5	5	7
" " II.....		27	24	22	18	17	15	21
" " III.....		36	32	29	43	39	32	35
Freehand " I.....		12	14	16	16	15	14	15
" " II.....		66	63	48	48	38	33	49
" " III.....		62	61	44	42	40	33	47
Total....		340	321	270	249	224	196	267

When we consider that the members of this school are engaged in hard labor throughout the day, the attendance is certainly commendable in a high degree.

The closing exercises were held in Upper Library Hall on the evening of April 11, 1890. The hall was crowded to overflowing.

Commissioners James F. Bless, Chairman of the Evening School Committee, presided. Remarks were made by the Chairman, Commissioners Hays, McKenna and the Superintendent.

Diplomas were distributed by the Chairman, and with much enthusiasm, to the following graduates :

## GRADUATES OF 1889-'90.

## MECHANICAL CLASS.

Frederick W. Albrecht, Charles Mossbrugg  
 Louis Luckemeyer, William Pfeiffer,  
 Emil Werner.

## ARCHITECTURAL CLASS.

John W. Shafer, M. S. Fredericks,  
 Samuel McDougall.

## FREEHAND CLASS.

David Mayfield, Edward Grimm.

These graduates from year to year are found occupying lucrative and responsible positions in our city and elsewhere, as we frequently have applications from outside for their services.

At the close of the exercises the audience visited the drawing rooms to inspect the work done by the classes during the year. The rooms were crowded for several hours, and much satisfaction was expressed with the results of the year's work.

It was concluded by the Evening School Committee that the closing exercises in future should be held in a larger and more convenient hall.

### COMPULSORY SCHOOL LAW.

This has been steadily and successfully enforced during the past year. The police authorities have been vigilant and efficient in carrying out the provisions of this law. The Labor Inspector and the Truant Officer have been very active in searching out cases and in applying the law, and as the statistics will show a large number of cases have been dealt with successfully.

Many thanks are due the Mayor for the ever ready and valuable aid rendered by him in enforcing all the provisions of this law. He has never hesitated in a single case to assist the police and school authorities in all their efforts in this direction.

A detailed statement of the plan and the blanks used by the authorities in carrying forward this work was given on pages 89 and 90 of the report for 1889, and, therefore, it will be unnecessary to repeat here. I can say the plan and the means used have proved very satisfactory. All

this work so far as concerns

public schools passes through the hands and under the direction of the City Superintendent.

I am more than every satisfied that the persistent enforcement of this law will result in great benefit to the city and the cause of general education.

That children should not be allowed to roam the streets, exposed to all their temptations is questioned by no reasonable person. Neither should they be employed in shops and factories at too young an age when their bodies and minds should be under cultivation and training. The wise farmer is careful not to put the young colt to heavy work before he has reached a safe age. Should we not be equally careful of our children?

### TRUANT STATISTICS.

The following table covers the cases that have been considered from the day and evening schools since the initiation of the law, September, 1889, to January, 1891:

#### DAY SCHOOLS.

September, 1889, to January, 1890.....	104
January, 1890, to September, 1890.....	254
September, 1890, to January, 1891.....	84
Total....	442

#### EVENING SCHOOLS.

September, 1889, to January, 1890... ..	145
January, 1890, to September, 1890.....	90
September, 1890, to January, 1891.....	409
Total.....	644
Grand Total.....	1,086



Many of the above have been returned to the schools, either day or evening, and a good number of them are now in regular attendance. This success is sufficient to settle the question of the value or practicability of the Compulsory School Law.

A number has been sent to the City Home at Verona. This Home is now very much crowded, and very soon additional provision must be made for these cases that need more and different attention than can be given in the public school.

I have, for two or three years past, called the attention of the Board to the propriety and advantage of establishing an ungraded school in the city, to which can be sent, under proper direction and limitation, such pupils as are irregular in attendance or incorrigible in their conduct, or that may need in any way such treatment and discipline as cannot well be given in the regular graded schools. I am stronger in my convictions than ever, that such a school should be established at the earliest possible moment. We cannot begin too soon nor too early to train the wayward to right thinking and right habits. Such a school, in my judgment, could be made an almost irresistible power in that direction.

## HEALTH RECORD OF TEACHERS AND PUPILS.

Commendable attention is now given by the Board and most of the principals and teachers to the healthfulness of the school rooms and the observance of the hygienic conditions necessary to insure the health of teachers and pupils. No more important question can receive consideration by those intrusted with the care and training of the young. This subject should receive not merely the casual routine attention that comes and goes with the order of the day simply to be gone through with as a perfunctory duty and disposed of as a task to be gotten rid of as soon as possible. It should receive the most patient study and investigation, which means an accurate knowledge of the fundamentals of physiology and hygiene, or careful observation of the weaknesses, tendencies and habits of pupils, and a knowledge of the principles and methods of instructing them and skill in applying them in giving such instruction.

The awakening which seems to be widespread in regard to the importance of physical training and health improvement will, no doubt, result in great good. Many schools, colleges, universities and various associations are taking vigorous measures to introduce this health training into the schools generally. To this effect they are employing special teachers of thorough education and great skill, building gymnasiums, multiplying and simplifying the needed conveniences and appliances.

I feel safe in predicting that not many years will pass without the introduction of this training into all our schools from the lowest to the highest grade.

I think physical training should be made at once an obligatory part of the course of study in all our schools, and not any longer be left to the convenience or option of the teacher. This training to be intelligent—that is, based upon correct physiological principles and knowledge,—systematic, adjusted to the needs of the pupils and thoroughly applied.

I am well satisfied that time spent in this work will prove a good investment. I am further convinced that if one-fourth of the school time were spent in cultivating the body and building up the health and strength more intellectual results could be obtained in the remaining time than is now accomplished in the entire time. We make a great mistake in training the mind at the expense of the bodily health.

The instruction in physical culture in the Normal School, which is designed eventually to reach, through these normal pupils, the primary and grammar schools, is progressing slowly. The difficulties in the way have been noted in the discussion of the Normal and Training School. However, I feel we are on the right track, and only need to persevere until the end is accomplished.

I would refer to what is said on page 93, in report for 1889, concerning supply of apparatus, use of courts, &c.

I would also note again that a number of schools are active and successful in introducing and using these exercises.

The following tabulated statement exhibits the condition of the schools in health matters during the year closing June, 1890:

Schools.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Normal and Training.....	..	..	F.	G.
High.....	..	1	G.	G.
High Annex.....	..	..	G.	G.
Burnet Street.....	..	5	E.	E.
Eagles Street.....	..	..	E.	E.
State Street.....	..	8	G.	G.
James Street.....	..	..	G.	G.
Washington Street.....	..	..	G.	G.
Marshall Street.....	..	4	G.	F.
Lawrence Street.....	1	1	G.	G.
Commerce Street.....	..	..	G.	G.
Colored .....	..	1	G.	E.
Lafayette Street....	..	..	E.	E.
Newton Street....	..	2	G.	E.
South Tenth Street.....	1	3	F.	E.
Camden Street .....	..	..	E.	E.
Thirteenth Avenue.....	..	..	V. G.	V.
Wickliffe Street Annex....	..	..	V. G.	V.
Wickliffe Street....	..	..	G.	F.
Summer Avenue.....	1	..	G.	F.
Webster Street.....	..	1	E.	G.
Franklin .....	..	1	G.	G.
Elliot Street.....	..	1	G.	G.
Chestnut Street.....	..	..	E.	E.
Oliver Street.....	..	3	G.	G.
South Street .....	..	..	E.	E.
Walnut Street.....	..	2	E.	G.
Houston Street.....	..	..	G.	G.
South Eighth Street.....	..	2	V. G.	V. G.
Roseville Avenue.....	..	2	G.	G.
North Seventh Street....	..	..	G.	G.
South Market Street.....	..	6	G.	F.
Hamburg Place.....	..	3	G.	G.

Schools.	Deaths.		General Health.	
	Teachers	Pupils.	Teachers.	Pupils.
<b>Hawkins Street</b> ..... ..	..	..	G.	G.
<b>Clover Street</b> ..... ..	..	..	G.	G.
<b>Morton Street</b> ..... ..	..	3	F.	G.
<b>Eighteenth Avenue</b> ..... ..	..	4	G.	G.
<b>Eighteenth Avenue Annex</b> . ..	..	..	G.	G.
<b>Monmouth Street</b> ..... ..	..	2	G.	G.
<b>Miller Street</b> ..... . . . .	..	1	G.	G.
<b>Central Avenue</b> ..... ..	..	10	G.	F.
<b>Lock Street</b> ..... ..	..	2	G.	F.
<hr/>				
Total..... ..	3	68	3 F.	6 F.
			28 G.	27 G.
			3 V. G.	3 V. G.
			8 E.	6 E.

[F., Fair ; G., Good ; V. G., Very Good ; E., Excellent.]

### SPELLING.

Much discussion has been and is now given to how best to teach spelling. More time and labor are spent upon this subject than its value as an educational factor seems to warrant. After all that is said and done we obtain very poor results. The number of poor spellers do not materially decrease. The question persistently comes up. What shall we do? How shall the evil be removed? Nearly every teacher has a method or device which he thinks is a cure all; still, somehow or other, wrong letters find their way into words, and the right letters do not get there.

Some charge the trouble all upon our imperfect alphabet and wretched orthography, and offer this as an apology for poor spelling. Others again condemn the

spelling book, and attribute the deficient spelling to the use of the arbitrary columns of that book.

Some would use oral spelling, some only written spelling; others would have all spelling done in connection with the written exercises, giving no special time to it outside of these. Others again consider spelling in no sense an intellectual exercise and of very little value, and would exclude it from all consideration in determining the standing of the pupil or fitness for promotion. There are some extremists who deem spelling a matter of form determined by the eye and executed by muscular training of the hand. One prominent Superintendent stoutly maintains that the hand has more to do than the mind with the correct spelling of words. It is amusing to witness the many conflicting views held by teachers eminent in their profession.

It seems to me that a little consideration of the true function of orthographic spelling would clear up and remove many of these difficulties.

Spelling by letter is used only in writing or printing. Oral spelling is addressed only to the ear, and is only concerned with the sound of the word. This distinction at once indicates the use of each. The use and purpose in a large measure determines the method. The written forms are addressed to the eye; these forms are made up of letters arranged in a certain accepted order. This is called orthographic or spelling by letter, concerning which there is so much trouble.

Oral spelling as a part of enunciation and pronunciation is valuable and should be so used.

How shall we teach pupils to represent written words with their proper letters? Notwithstanding the wide discussion of the many ways and methods proposed to

accomplish this, it seems to resolve itself into this one simple plan : Have the child, with pen or pencil, write these words correctly, and continue so writing them until the forms are indelibly fixed and the child can readily and correctly reproduce them whenever needed, and the work is done. Do not for a moment think that because this is a simple plan it is therefore very easy to carry out. It is not easy ; it requires skill and persistence. It should be absolutely enforced, that from the moment the child begins to use a written vocabulary he must be trained to write *every* word correctly. This plan, persistently and unrelentingly pursued through the primary and grammar grades, will result in making good spellers.

Of course discretion must be used as to the character of the words used and how used—whether in an isolated, arbitrary manner or in properly constructed expressions or sentences. The use and spelling of words can be taught in connection with decided advantage to both, besides giving the child admirable lessons in language. Care must be taken not to use words too difficult for the pupil. The only method, in my judgment, that is of any value in teaching spelling, or any other subject, for that matter, is one that brings the knowledge acquired into immediate and constant practice. This makes the subject familiar to the pupil, and, in the true sense, he becomes master of it.

### DRAWING.

This subject gains in strength and value in our course every year. It is the beginning of that manual training practice that is now becoming an essential factor in our systems of education. It means much more than merely

drawing outlines of forms or objects. It is educational in the deepest and broadest sense. It touches, in the most effectual manner, the very center and source of all educational force—the power to form clear and vivid conceptions of objects of thought, and to give them graphic expression. When the mind has received this training, it is ready to successfully pursue any line of study.

I quote from the Committee of the Art Department of the National Educational Association, of July, 1884. This report sets forth clearly and forcibly the purpose and work in a course in drawing, as now approved by the best authority :

“ As drawing involves a study of form and of objects and the expression of ideas derived from such study, its grading and classification should be with regard to the manner of studying the models and objects, and the thoughts to be expressed. The chief educational point to be observed in the study of forms of objects and the thoughts to be expressed in regard to them, are :

“ 1st. The actual forms of objects, and how to represent them.

“ 2d. The appearance of the objects to the eye, and how to represent their appearance.

“ 3d. The enrichment of objects by ornamentation and the principles relating thereto.

“ All other divisions of drawing range themselves readily under these three heads, according to the nature of the work. A comprehensive course of study should make definite and evenly sustained provision for the development of these three divisions, so that, about midway in the course, the instruction should crystallize into the clearly defined subjects of constructive drawing, representative drawing and decorative drawing.”



This subject was so fully presented last year in connection with the description of the Drawing Exhibit held in 1889, that but little space need be given now.

The interest and progress in the drawing classes continue unabated. The drawing teacher, Miss Fawcett, is indefatigable in her efforts to advance this department. The influence of her methods and instruction in the study of forms and models is widely felt in the methods of instruction in other departments.

The foundation is here laid for observation, and methods are acquired by the pupil that are of great value in all future study and advancement. I trust the Board will foster to the full extent of its means this part of the public instruction of the city.

### OBJECT LESSONS.

Many fail to understand the true purpose of these lessons. I hold that it is necessary that a true and clear conception of the scope and purpose of a proposed line of work should be had before that work can be properly accomplished.

The general conception of the purpose of these lessons is to learn some facts about the objects. The teacher presents the object, the child names several facts concerning it, these are written down, generally tabulated, committed to memory and recited, and the lesson ends, and its value also. What has been done? The memory has received a few items of knowledge, the power to observe, to compare, to discriminate, to analyze, to classify, the very essence of all right thinking, have scarcely been touched.

There is a very marked difference between object teach-

ing and objective teaching. Object teaching is when objects are presented to the senses for direct examination; objective teaching is any teaching that brings proper objects of thought into the mind through conceptual power for examination by the mind. True object teaching is objective, but all objective teaching is not object teaching. This distinction is necessary to the teacher that the true office of the object lesson is not be confused. No mistake is more common among teachers than the misapprehension of the true purpose of the exercise in hand.

Object teaching was the fundamental principle which the Pestalozzian system was based. His plan of object was to train the observing powers by investigating and examining real objects instead of by verbal descriptions from books. The influence of Pestalozzian method of instruction is felt throughout the world.

The order of this work should be progressive.

Assistant Superintendent Calkins, of New York City has made the following excellent suggestions:

"The work is divided into three stages:

"1st. Distinguish objects, their names, observe and name their parts, describe their form, color and uses.

"2d. Observe the form, color, size, material, qualities and uses. Also answer the inquiries. Where obtained? How and by whom made?

"3d. Analysis of the properties of the objects. Give attention to the adaptation and uses of the prominent qualities, to the purpose for which these objects are used."

This brief outline of the plan and use of these lessons has been found by many teachers to bring excellent results.

The following are some of the special advantages derived from these lessons :

1st. They secure and cultivate attention. Things always attract and interest children. Facts and relations can be taught easily with objects. What a child sees or handles will secure and retain his attention when other methods fail.

2d. They train and cultivate the power of perception. The child notices similarities and differences. While his power of perception is being developed and cultivated he receives valuable information. He becomes more and more interested. His faculties become trained and systematic in their action.

Agassiz, the great naturalist, when about to introduce the study of shells to his class, gave each member an oyster shell with the injunction to find out by examination all they could and be ready to present the results at the next recitation. The class was kept at this work for weeks and months. When they finished it, with no text book except for occasional reference, they had the key that unlocked the science of conchology and the method that guided and governed their investigations.

3d. They train the memory. This is based upon the law that exercise promotes growth. Deep and vivid impressions are necessary to good memory. Things discovered by the trained use of the senses tend to make these deep impressions. They attract, they interest, they concentrate the attention, and thereby render them permanent. The teacher can easily illustrate this principle by having each pupil examine carefully for several minutes some object, and then remove the object from the sense of observation and require the pupil to recall and describe what he observed. Such exercises are intensely

interesting, and when rightly handled give excellent results.

4th. They exercise and train the imagination. They give it high culture. This power is of great value to the pupil in helping to form clear and well cut conceptions. Especially is this true in the study of history, geography, map-drawing and all graphic work. The power to create new forms, new combinations, and to hold them for contemplation before the mind is of great value to the student.

5th. They stimulate the constructive powers of the child. Children are ever given to constructing and reconstructing over and over again, the forms and objects they observe. All have observed the child build his block house, knock it down, rebuild it again and again always with some change or modification. The constructive element is the foundation of all mechanical art.

6th. They cultivate the judgment of the child. In the system and methods of object teaching all the senses and powers of the child are called into exercise. The pupil is constantly called upon to judge as to form, size, color, number, distance, weight, uses, material, etc. He also is required to interrogate the objects presented to him. He sees, handles, tastes, smells, knocks, tests in all possible ways until his curiosity, his desire to know is satisfied.

7th. They cultivate language, the power of reading and expression. The process is simply this: Objects stimulate the mind to acquire new ideas, new thoughts, new words are required to express them. Thus the vocabulary of the child is gradually, safely and permanently built up.

Preparation of the teacher for giving these lessons

### III

The importance of preparation on the part of the teacher cannot be overestimated. How carefully the skillful workman prepares for his work. His tools are all in place ; all in good order. The material he is to work upon is at hand and in proper condition and position to be used, he knows how, when, where and what to work. The teacher can no more accomplish satisfactory results without thorough preparation as to knowledge, appliances and other conditions than can the mechanic without skill, tools and material.

All these lessons should be systematic and well graded, suited to the capacity of the child. The school room should be well provided with accessible appliances. Who shall furnish them is a very proper question. Generally the school authorities, but much can be done where there is interest and a will by the teacher. Self-helpfulness is an essential quality in character. Do not depend upon others for everything.

1st. Have your preparation complete as to material, its kind, amount and arrangement. Appliances not at hand or convenient will never be much used.

2d. Have your plan and method settled. Remember the object of these lessons is to awaken, stimulate and cultivate the observing powers of the child, not merely to communicate facts. Keep the main purpose well in mind, and your plan and method will soon adjust themselves to the end sought.

The pupil's preparation. This is no less important than the preparation of the teacher. The subject and line of the lesson should be given beforehand. This will guide the child, and stimulate and enable him to use his observing powers. He will be constantly on the alert to discover something new. Nothing pleases children

more than to find something no one else has found. Still in guiding this part of the lesson gives the teacher his greatest success. As the pupil grows older and becomes able to read he should not only observe, but should read and compare his own observations with the verbal descriptions he reads. He should be trained to inquire of his friends, converse with his associates concerning what he observes and reads.

#### Method of lessons :

1st. The child should be permitted and encouraged to tell all he knows. Place the object where he can exercise his senses upon it. This is all important, the essence of these lessons. The child must be trained to observe, think and express.

2d. He must be allowed to find out all he can himself. To observe and discover, think and express are the great qualities of the successful pupil. Your work, teacher, has been said many times before, is to furnish opportunities, stimulate and direct in the use of them. All true progress is by self-instruction.

3d. The teacher should be ready to furnish to the child such necessary knowledge as the pupil cannot by reasonable effort gain for himself. This is the last, but none the less important step on the part of the teacher. Remember the child has five special senses that need particular training under your direction.

#### LIBRARIES.

The number of volumes in the school libraries steadily increases from year to year. They are extensively used by teacher and pupil. In fact, they have become a necessity in the plan and methods now pursued in the

schools. The ability to use a library for reference purposes is a valuable acquirement for the pupil. The good results of this practice are manifest in the steady progress of the schools.

The principals, almost without exception, are alive to this fact, and are enlarging the libraries, rearranging and redistributing the books in such a way that the various grades may receive the greatest possible advantage from their use. The character and fitness of these books for the young are receiving the strictest attention by the principals and teachers.

When the connection between the schools and the Newark Free Library shall be fully perfected and all the advantages it is capable of conferring are brought within easy reach of all the grades and teachers, the ten thousand volumes in the public school libraries and the thirty thousand volumes in the Free Library—a total of forty thousand volumes, covering every phase and line of human progress, all freely open to every class and teacher—Newark will possess a legacy and an opportunity scarcely enjoyed by any other city.

I desire to make special note of the valuable books that have been added, by the generosity of the Committee on Text Books, to the libraries of the Normal and Training School and the High School. These volumes are highly appreciated and valued by the teachers and students of these schools. I can assure the Committee and the Board that they will be well used.

The schools possessing libraries, the number of volumes in each and the amount received from the State, is shown in the following table :

SCHOOL.	Amount		No. of Volumes	
	Received from the State, During the Year.	Previously Received.	Purchased during the Year.	Previously Purchased.
Normal and Training...	.....	\$40 00	153	298
High.....	.....	100 00	264	1,754
Burnet Street.....	\$10 00	50 00	105	525
Washington Street.....	10 00	20 00	...	502
Marshall Street.....	10 00	20 00	12	9
Lawrence Street.....	.....	60 00	...	326
Commerce Street.....	.....	60 00	...	50
Lafayette Street.....	.....	40 00	...	376
Newton Street.....	10 00	40 00	35	420
South Tenth Street.....	.....	20 00	...	45
Camden Street.....	10 00	30 00	54	352
Wickliffe Street.....	.....	30 00	...	91
Summer Avenue.....	.....	40 00	40	581
Webster Street.....	10 00	90 00	106	289
Elliot Street.....	.....	.....	...	...
Chestnut Street.....	10 00	50 00	...	399
Oliver Street.....	10 00	70 00	100	760
South Street.....	.....	40 00	...	148
Walnut Street.....	10 00	60 00	96	195
Houston Street.....	.....	30 00	...	42
South Eighth Street....	10 00	50 00	28	200
South Market Street....	.....	20 00	...	216
Hamburg Place.....	10 00	30 00	40	167
Morton Street.....	.....	70 00	...	941
Eighteenth Avenue. ..	10 00	90 00	40	425
Monmouth Street.....	.....	20 00	...	50
Miller Street.....	10 00	50 00	111	190
Central Avenue.....	10 00	90 00	31	335
Total .....	\$140 00	\$1,310 00	1,215	9,686

In addition to the foregoing, the following schools which have since been abolished, have received money from the State: Summer Avenue Annex School, Thomas Street School, \$40; Eighteenth Avenue A School, \$20; total, \$60.

The books purchased with this money have been transferred to other schools.



## SCIENCE IN THE SCHOOL ROOM.

Much is said and written concerning science teaching in our schools. The importance of this seems to be generally admitted. Still but little is done, I may say, almost nothing. The difficulties that bar the way to the general and successful introduction of the study of nature or the ordinary phenomena that are constantly occurring about us, while they cannot be said to be numerous are certainly effectual.

We have become so accustomed to seeking for and receiving all our knowledge from books, and through memoriter lesson and recitation forms that it seems practically impossible for teacher or pupil to use the observing powers in acquiring knowledge first hand, and at the same time to develop and exercise these essential powers.

We shall not undertake to discuss the order, development and growth of the faculties and powers of the child in this article; but will call attention to the great and fundamental law of development and growth of all physical, intellectual and moral powers, viz., exercise. Without exercise, faculty will wither and die.

The all important question then in providing courses of study and programmes, is how best to furnish this essential exercise.

The child begins his physical and intellectual life by living and observing the external world that touches him on every side every moment. He is ever impatient to notice, touch, taste, handle, destroy, build up. He is persistently inquiring, why is this? How is this? The nature of his being is to investigate, to find out.

This manifestation gives us the law that underlies all education. All I plead for is that teachers recognize it

and continue for this purpose the admirable opportunities furnished by nature throughout the entire school course.

I know excuses are offered by many for neglecting this subject in our school instruction.

Chief among these are the following :

1st. No provision is made for this work in the course of study and the daily programme. No time is allowed for it. If this be true of course no blame can attach to the class teacher. This objection is easily removed by placing it among the subjects required. It is surprising, however, to see what can be done when the teacher is thoroughly alive and deeply interested in teaching the geography lessons, the physiology lessons and the supplementary reading lessons, and, in fact, in teaching all the subjects in the course. The thoroughly qualified teacher will draw his most apt and effective illustrations from the phenomena occurring about him. In conversation, not long ago, with a principal, concerning the desirability of introducing this kind of work into our classes, he raised this objection: No provisions are made for it in the course, no time is allowed for it. In a few moments, however, he unconsciously gave the whole question away by saying that one of his teachers had fairly inspired her class by lessons on familiar objects such as plants, animals, moths, butterflies, etc. Why, he said, I sometimes find the whole class in procession marching to some part of the room to examine some of these objects. The earnest, capable, willing teacher somehow has a great success in finding or making time for this kind of instruction.

2d. The teachers are not prepared to give lessons in this subject. This in a very large measure is true, and really is a very serious objection. But is it insurmountable? The simplicity of the subject and the ease with

which the materials may be collected would seem to answer, no. Excellent and inexpensive manuals have been published, designed to aid the teacher in preparing and presenting the subject to the pupils. I know this work cannot be done without preparation on the part of the teacher ; this, of course, will require time and intelligent labor. But the subject is so attractive and inspiring that it soon awakens deep interest, and begets love for it by pupil and teacher.

3d. A lack of proper appliances with which to conduct the work. The ease with which the means and simple apparatus to carry forward this work can be obtained can be known only to those who have undertaken it. The stimulus and pleasure that attend this preparation are most inspiring and helpful, and tend strongly to perpetuate themselves.

These three objections cover all that is really worth any attention. And as we have seen they are readily removed.

I wish to note just here that some of our classes are making a good beginning, though the efforts are necessarily scattering and unsystematic. The main purpose of this discussion here is to call attention to the subject, its significance in the educational economy, and to unify and direct the efforts made along the proper lines of development and application.

This kind of work will do for teacher and pupil three things :

1st. It will furnish valuable information concerning the ordinary phenomena occurring around us.

2d. It will train the hand and the observing powers as no other work can.

3d. It will give to the teacher and the pupil a

thoroughly scientific method, which will be invaluable in all their future study and investigation.

From the foregoing discussion it would seem that this subject is of sufficient importance to warrant its early introduction into the course of study for our primary and grammar schools. When should it begin and how should it be distributed among the subjects and classes? I quote from the report of a committee from Harvard and Wesleyan Universities, Princeton and Williams Colleges.

1st. Instruction in natural science should commence in the lowest grades of the primary schools, and continue throughout the course.

2d. In the lower grades the instruction should be chiefly by means of object lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena.

3d. Special prominence should be given to the plants and animals that are useful to us. The teacher should from time to time hold familiar conversations with regard to the useful products of vegetable or animal origin and the processes of their manufacture. Also to the more obvious characteristics of the minerals and rocks common in the neighborhood. Also the children should be encouraged and helped to collect specimens of all sorts of natural objects, and to make these specimens the subject of the object lessons.

On the same plan and with the same methods the elements of physiology and hygiene can be successfully taught in the primary and grammar schools.

The elements of physics and chemistry can be taught in the grammar school in connection with physical geography and physiology. In fact, the elements of al

this work can be by the intelligent and skillful teacher, used successfully in the instruction and illustration of nearly all the subjects taught in the curriculum of our schools, and what now seems a tax upon the time and strength of the teacher becomes really a great help in saving time and strength.

The chief purpose in this course is to develop ; first, observation ; second, description ; third, investigation ; fourth, reasoning ; fifth, general information.

I commend these suggestions to the thoughtful consideration of the teachers and others who may be interested in the progress of practical education.

#### PROFESSIONAL TRAINING OF TEACHERS.

Is there a science of education? Is there a profession of teaching? These are questions not new to us. They are often heard and gradually the answer is coming back. There is a science of education ; there is a profession of teaching.

"As the teacher so is the school," is an educational maxim generally accepted. The essential function of the teacher as an educational factor is becoming better understood and appreciated than heretofore. The very life, I might say the existence of the school as an institution depends upon the personal character, qualifications and professional training of the teachers. When the fact that so much depends upon the fitness of the teacher for his responsible calling, becomes more widely known and established in the minds of educational authorities, we shall have less difficulty in demanding and securing professional training of a high order. Let public sentiment insist upon this training as it does in other professions—

law, medicine and theology—and the demand will be met. In the past teaching has been a sort of catch all business into which large numbers drifted without any special purpose or preparation, many others entered it without any expectation of remaining any length of time; in fact with the intention of leaving it as soon as something better or more congenial offered. These persons had no love for the work, no fitness for it, and are a heavy burden to the profession.

The large number of capable, earnest men and women now in the work and constantly entering it is entitled to protection and encouragement. Let the standard for admission to the responsible duties of the teacher be placed so high that no careless, easy going person with no devotion to the work, none of the qualifications of the instructor, none of the habits of the student, who, in no way, is willing to expend time or means to fit himself professionally for the teacher's office, can gain admission to the profession.

If there be a profession of teaching, and we affirm there is, what shall constitute the professional training for it?

There is doubtless some difference of opinion among eminent educators as to just the amount and kind of training that should properly be required of all who seek to enter the profession. But the general consensus of opinion of those who have given this subject attention and whose attainments and experience are such as to command respect is pretty well settled as to the essentials required.

It is true that improvements in organization and methods have done much for our schools, but the great requirement now is and always has been the teacher

without him all other means and measures are practically useless. The larger and the more complex the system the more need of the professionally trained teacher. He is not merely a lesson assigner, a recitation hearer, a crank turner, a runner of the machine, he is the school—its soul, its essence; his spirit, his inspiration should permeate everything connected with the school, lift everything to a high plane.

So much for the individual, his personality, what shall or should be his professional training. It was stated a moment ago that the opinion of educators as to what this should be was quite unanimously accepted. We may also state that the opportunities for such training were never so numerous and available as at the present time. In proof of which I may note the fact of the wide spread interest of all the higher institutions of learning in the general cause of education, the rapid multiplication of professional schools, departments and institutes and associations of many forms, all having for their direct purpose the professional education of the teacher. No one can now make the excuse that there are no available means at hand.

The first requisite in this professional work is a large scholarship in the subjects the instructor undertakes to teach. Nothing can take the place of this. No matter how much theory he may have, how many methods he may be master of, how apt he may be in the use of devices and illustrations, if he is minus the thorough scholarship his work will be superficial, illogical and of very little value educationally. I would say, then, emphatically that in all schools or institutions devoted to the professional training of the teacher ample provision should be made, and great care exercised that such pro-

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visions be used, for training and testing the scholarship of the candidate for the teaching profession.

In the second place his general culture should be wide and careful. This means that he must read much, and thoroughly those subjects that are specially efficient in cultivating the literary, æsthetical and ethical nature—such as history, general and special, literature, art, poetry criticism, etc. The teacher can never safely cease to cultivate himself, his whole being. To the true teacher all culture and knowledge become professional.

In the third place he should have an accurate knowledge of the elements of mental science, psychology. I do not mean speculative metaphysics, I mean mental phenomena as manifested in child life and human life. This is specially an introspective and objective study. "Know thyself" is an old maxim and may almost be said to be a Divine injunction. The field for the study of psychical manifestation and child life is practically illimitable. The best minds and thinkers of the day are prosecuting this work, and the teacher whose province it is to develop and handle mind should not fall behind.

In the next place, the history of education should receive full attention. In the study of civil and political development we deem it imperative that we should investigate and study with painstaking the origin and unfolding of the causes, influences, events, characters of individuals, theories and systems that have universally attended the onward progress of civilization. The same necessity rests upon the teacher if he would rise to the dignity of the educator in its fullest and most comprehensive sense.

What can broaden more the conception of the teacher as to the greatness of his cause than to become



acquainted with the thoughts, theories and systems of those great thinkers whose works have come down to us through the ages. There are a number of excellent elementary works easily and cheaply obtained that will acquaint you with the leading facts and characters concerned in the history of educational thought in the world.

Again, the science and art of education, or as sometimes denominated theory and practice of education, demands attention. You should know the facts and principles of your profession systematically and logically arranged. This is science. No thoroughly professional man in any profession is willing to be considered ignorant of the fundamental principles of his profession. I say again to you, teacher, master the science of your profession. As in the case of the history of education a number of excellent works on the science of education and the art of teaching can be easily obtained.

In the last place, I would say briefly that methodology or the science of the application of the principles and methods of instruction require your constant study. Knowledge is of little account if it cannot be wisely and successfully used or applied. In this department of your work there is a wider field and larger opportunities for originality, invention, individuality and skill than can be found elsewhere in the whole line of the teacher's work.

### CONCLUSION.

In concluding this report to the Board of Education I can say with no hesitation that the year has been a successful one. While all has not been done for want of means that you desired, yet we have no cause for discouragement.

The interest of the Board has continued active for the prosperity of the public schools of our city. The teachers, as in the past, have been active and successful in their work.

I desire to thank the teachers for their long and continued co-operation with me for the best interests of our schools.

Also, the secretaries and clerks of the Board for their cheerful and efficient co-operation.

To the Board I again express my appreciation of your confidence and support.

Respectfully submitted,

WM. N. BARRINGER,

*City Superintendent of Public Schools.*

PART III.

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APPENDIX.

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SCHOOL DIRECTORY.  
BUILDINGS.

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# SCHOOL DIRECTORY.

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## BUILDINGS.

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### NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class Rooms, Eight.

Janitor, PATRICK ENNIS, 110 Warren street.

### HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Nineteen.

Janitor, RICHARD WHITE, 196 Plane street.

### HIGH SCHOOL ANNEX.

Location, 103 Washinton street, near Bleecker.

Rented.

Opened, September 15th, 1888.

Class Rooms, Six.

Janitor, RICHARD WHITE, 196 Plane street.

BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Fourteen.

Janitor, JOSEPH GLASS, 250 High street.

STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

WASHINGTON STREET.

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Class Rooms, Fifteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

MARSHALL STREET.

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89.

Class Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.

## LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WM. E. JACKSON, 25 Division place.

## COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Room, Six.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## COLORED.

Location, rear of Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863; 1870-71; 1881; 1884.

Class Rooms, Sixteen.

Janitor, PETER BIRCH, 78 Lafayette street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Seventeen.

Janitor, JOHN SACKMEISTER, 72 Hayes street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879; 1888-89.

Class Rooms, Fourteen.

Janitor, NICHOLAS MORGENSTERN, 509 South Tenth street.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Class Rooms, Eight.

Janitor, JOSEPH WINCKLHOFFER, 44 Richmond street.



WICKLIFFE STREET ANNEX SCHOOL.

Location, 39 Wickliffe street.

Rented.

Opened, November 6th, 1889.

Class Rooms, Three.

Janitor, MRS. MARY A. BENNETT, 267 Norfolk street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened, as a Primary School, September 1st, 1873.

Class Room, Six.

Janitor, ELIZABETH WALSH, rear of school.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class Rooms, Twelve.

Janitor, HUGH COYNE, 33 Seventh avenue.

" FRANKLIN " SCHOOL.

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Class Rooms, Eight.

Janitor, DOCTOR WILSON, 344 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected by Woodside Township.

[Woodside annexed, April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890.

Class Rooms, Nine.

Janitor, MILES I. COEYMAN, 732 Summer avenue.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, JACOB CONNOLLY, 16 Pennington street.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Class Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 128 Oliver street.

**SOUTH STREET.**

**Location,** South street, corner Hermon.

**Erected,** 1883-84.

**Opened,** September 5th, 1884.

**Class Rooms,** Ten.

**Janitor,** JAMES MCGEE, 124 Tichenor street.

**WALNUT STREET.**

**Location,** Walnut street, near Jefferson.

**Erected,** 1862.

**Opened,** January, 1863.

**Remodeled,** 1877.

**Class Rooms,** Eight.

**Janitor,** JEREMIAH D. CASEY, 292 Walnut street.

**HOUSTON STREET.**

**Location,** Houston street, near New York avenue.

**Erected,** 1879 (on leased ground).

**Opened,** September, 1879.

**Class Rooms,** Two.

**Janitor,** EDWARD DELANEY, 273 Walnut street.

**SOUTH EIGHTH STREET**

**Location,** South Eighth street, near Central avenue.

**Erected,** 1872-73.

**Opened,** September 1st, 1873.

**Class rooms,** Twelve.

**Janitor,** WILLIAM J. HEDRICK, 508 Warren street.

### ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street.

### NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to its present location.

Opened, September 6th, 1874.

Class Rooms, Six.

Janitor, A. OTTMAN, 302 North Seventh street.

### SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

### HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86.

Class Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

### HAWKINS STREET.

Location, Hawkins street, near Ferry.  
 Erected, 1887-88.  
 Opened, January 3d, 1889.  
 Class Rooms, Eight.  
 Janitor, WM. BAUMGARTNER, 29 Hawkins street.

### MORTON STREET.

Location, Morton street, corner Broome.  
 Erected, 1851.  
 Opened, November 24th, 1851.  
 Enlarged, 1861; 1869; 1881.  
 Class Rooms, Nineteen.  
 Janitor, JOHN F. PATZ, 219 West Kinney street.

### EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.  
 Erected, 1871.  
 Opened, September, 1871.  
 Class Rooms, Seventeen.  
 Janitor, JOSEPH MESMER, 81 Fairview avenue.

### MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.  
 Erected, 1886-87.  
 Opened, May 2d, 1887.  
 Class Rooms, Sixteen.  
 Janitor, WILLIAM OVERGNE, 100 Waverly place.

**MILLER STREET.**

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fourteen.

Janitor, JOHN HEWITT, 48 Miller street.

**CENTRAL AVENUE.**

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class Rooms, Fourteen.

Janitor, THOMAS JOHNSON, 66 Newark street.

**LOCK STREET.**

Location, Lock street, bet. Central and Sussex aves.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, DAVID LOGAN, 45 Nesbit street.

INDUSTRIAL SCHOOLS.

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JAMES STREET.

Location, No. 8 James street.

Class Rooms, Three.

Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.

Class Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.





**SCHOOL DIRECTORY.**  
**TEACHERS.**



# SCHOOL DIRECTORY.

## TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
ella C.....	Commerce St. P..	Assistant	38 Mulberry st.
Alvia C.....	South 8th St. G..	1st Ass'nt.	17 Gould ave.
Myra W.....	Webster Street P.	Assistant	147½ Mt. Prospect av.
ary L.....	Hawkins Street P.	"	651 Ferry st.
delia H.....	High.....	1st Ass'nt.	17 West Park st.
orgiana.....	Summer Ave. G..	Assistant	8A Wakeman ave.
ie E.....	Washing'n St. G.	V. Prin'pal.	19 Hill st.
rnelia L.....	Lawrence St. P..	Assistant	3 Eighth ave.
s. Mary M.....	Wickliffe St. An'x	"	122 Orchard st.
, Anna.....	Camden Street P.	"	416½ Plane st.
, Henry S.....	Lawrence St. G..	Principal.	208 South Sixth st.
Lizzie.....	Wickliffe Street P.	Assistant	32½ Webster st.
alie.....	High.....	3d Ass'nt.	56 Taylor st.
ch. Mary C.....	South 10th St. P.	H'd Ass'nt.	Vailsburg, N. J.
rah A.....	Central Ave. G..	Assistant	122 Halsey st.
Estelle H....	Camden Street P.	"	48 Stratford place.
rgaret J.....	Newton Street G.	"	204 Plane st.
rgaret.....	18th Avenue G..	V. Prin'pal.	102 Sherman ave.
Anna A.....	Newton Street P.	Assistant	27 Bathgate place.
E. Belle.....	Morton Street P..	"	171 Fourth ave.
Emma F.....	Hamburg Pl. Int.	V. Prin'pal.	23 Warwick st.
Lucasta C.....	North 7th St. P..	Assistant	37 Myrtle ave.
Mary A.....	Franklin P.....	"	28 Fulton st.
M. Lillian.....	Chestnut Street P.	"	71 Pennsylvania ave.
ie E.....	18th Avenue P..	"	109 Sherman ave.
Charlotte R....	Washington St. P.	"	402 Plane st.
Edith C.....	Lawrence St. P..	"	186 Mulberry st.
mes M.....	Colored.....	Principal	15 Elm st.
attie J.....	Newton Street P.	Assistant	92 Wright st.
rah E.....	Oliver Street G..	1st Ass'nt.	23 Warwick st.
, Emma E.....	Chestnut St. G..	Assistant	76 Elizabeth ave.
ary E.....	South Street P..	"	27 Chestnut st.
Elizabeth H....	Commerce St. P..	V. Prin'pal.	Irrington, N. J.
Annie L.....	Central Ave. P..	Assistant	33 Morton st.
aura J.....	Burnet Street G..	1st Ass'nt.	203 North Sixth st.
arrie W.....	So. Market St. G.	"	117 Elm st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Berry, Arisena.....	Monmouth St. P.	Assistant	47 Parkhurst st.
Berry, Estelle V.....	Miller Street P...	"	47 Parkhurst st.
Betts, Margaret E.....	Elliot Street P...	"	35 Clark st.
Beyer, Augusta M. H.....	Oliver Street P...	"	99 Elm st.
Bigelow, Elizabeth G.....	High Annex.....	3d Ass't.	899 Broad st.
Bimblar, Marie C.....	State Street P...	Assistant	322 Broad st.
Bingham, Cora E.....	Miller Street P...	"	90 Wright st.
Bingham, Lizzie M.....	Wickliffe Street P.	"	176 South Seven
Bird, Mary R.....	Lafayette St. P.	"	113 Bruen st.
Bissell, Wm. E.....	Burnet Street G...	Principal	299 High st.
Blake, K. S.....	Normal & Train'g	"	195 South Sixth
Bogan, Margaret A.....	Hawkins Street P.	Assistant	82 Prospect st.
Bolton, Amy L.....	Elliot Street P...	"	25 Taylor st.
Boughner, Emily.....	So. Market St. G.	"	287 Walnut st.
Bowers, Ida.....	Monmouth St. P.	V. Prin'pal.	343 Washington
Brackin, M. Fannie.....	Webster St. P...	Assistant	22 Mt. Prospect
Brant, Elizabeth V.....	Morton Street G.	"	21 Arch st.
Branum, Sarah N.....	Chestnut St. G...	1st Ass't.	23 Nelson pl.
Bristol, Kate L.....	South 8th St. P.	Assistant	24 Bathgate pl.
Brookfield, Eliza A.....	State Street P...	Principal	100 Central ave.
Brookfield, Sarah A. B.....	State Street P...	Assistant	100 Central ave.
Buchanan, Fannie L.....	Lawrence St. G...	1st Ass't.	201 Mt. Pleasant
Buehler, Annie J.....	So. Market St. P.	Assistant	71 Oxford st.
Burgyes, Annie S.....	North 7th St. P.	"	24 Gould ave.
Burgyes, Edith.....	Camden Street P.	"	24 Gould ave.
Burnett, Priscilla.....	13th Avenue P...	"	112 Thirteenth s
Burns, Mary C.....	Lafayette St. P...	"	36 Elm st.
Burritt, Eva Egerton.....	Chestnut Street P.	"	27 Brunswick st
Bush, Ida J.....	Lock Street P...	"	318 Belleville av
Buttle, Irene M.....	Lafayette St. P...	"	22 Franklin st.
Büttner, Marie.....	High.....	Teacher in charge of German.	899 Broad st.
Camden, Marion D.....	Burnet Street P...	V. Prin'pal	56 Park place.
Canfield, Jennie B.....	Central Ave. G...	1st Ass't.	116 Orange st.
Carter, S. Fannie.....	Walnut Street P.	Principal	14 East Park st.
Cation, Lizzie.....	Morton Street P.	Assistant	48 Pennington s
Chase, Eva.....	Hawkins Street P.	"	1 Sherman ave.
Chedister, Louise.....	Morton Street P.	V. Prin'pal.	343 Washingtor
Christie, Emma C.....	Lafayette St. P.	Assistant	31 Lafayette st.
Clark, Joseph.....	Lafayette St. G...	Principal	48 East Kinney
Clark, Laura A.....	Miller Street P...	Assistant	92 Miller st.
Clark, Mabel L.....	18th Avenue P...	"	68 Hillside ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
y F.....	Hamburg Pl. P...	Assistant	76 Elm st.
es B.....	Hamburg Pl. P...	H'd Ass'nt.	245 South Seventh st.
rriet S.....	Commerce St. P...	Assistant	7 West Park st.
ia S.....	Commerce St. P...	"	74 State st.
D.....	Newton Street P.	"	Avondale, N. J.
L.....	Webster Street P.	"	74 State st.
lary A.....	Washing'n St. G.	"	54 Eighth ave.
omas T.....	Franklin P.....	Principal..	23 Kearney st.
G.....	Newton Street P.	Assistant	119 Wickliffe st.
argaret D.....	Lawrence St. G...	"	45 Division pl.
sie B.....	State Street P...	"	45 Division pl.
a.....	Central Ave. G...	"	69 Eighth ave.
becca.....	South 10th St. P...	"	276 North Seventh st.
ry Plum.....	Lock Street P...	"	178 Washington st.
ertie L.....	Marshall Street P.	"	162 Garside st.
Catharine B...	James Street Ind.	Principal..	51 Bleecker st.
utharine.....	Burnet Street G...	Assistant	31 Halsey st.
A.....	Summer Ave. P...	H'd Ass'nt.	58 Mt. Pleasant ave.
ah M.....	High.....	3d Ass'nt..	58 Mt. Pleasant ave.
rinette H.....	Burnet Street P...	Assistant	68 Burnet st.
lora, Ph. M.....	High.....	1st Ass'nt.	464 Orange st.
na S.....	Burnet Street P...	Assistant	53 Halsey st.
ouise.....	Camden Street P.	"	95 W. Kinney st.
n S.....	Washington St. P.	"	95 W. Kinney st.
Georgia B...	Marshall Street P.	V. Prin'pal.	17 Court st.
her J.....	Burnet Street G...	"	35 Burnet st.
ie E.....	Webster Street G.	"	34 Everg'n p., E.Or'ge
a I.....	Miller Street P...	Assistant	16 Cottage st.
line R.....	Monmouth St. P.	"	15 Baldwin st.
C.....	Washing'n St. G.	"	28 Parkhurst st.
ret A.....	Washing'n St. G.	1st Ass'nt.	28 Parkhurst st.
ilia.....	Morton Street G.	"	180 Washington st.
aretta.....	Roseville Ave. P.	Assistant	256 N. Seventh st.
ia.....	Morton Street G.	V. Prin'pal.	180 Washington st.
ortense.....	South 8th St. P...	Assistant	321 South Tenth st.
ira C.....	Walnut Street P...	"	37 Franklin st.
iliet.....	Franklin P.....	"	258 Belleville ave.
t.....	Newton Street P.	H'd Ass'nt.	206 First st.
Laura F.....	Colored.....	Assistant	275 Market st.
h C.....	Lawrence St. P...	"	37 Burnet st.
nna T.....	Central Ave. G...	"	205 North Fourth st.
ary M.....	Burnet Street G...	"	205 North Fourth st.
liza C.....	Webster Street P.	"	238 1/2 Belleville ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Doremus, Jessie K. ....	Washing'n St. G.	Assistant .	238½ Belleville ave.
Dougall, Elizabeth W. ....	Summer Ave. G.	1st Ass'nt.	360 Bank st.
Dougall, Mary A. ....	South 8th St. G.	V. Prin'pal.	360 Bank st.
Dougall, Wm. A., A. M. ....	South 10th St. Int.	Principal..	360 Bank st.
Dougherty, Henry J. ....	18th Avenue G.	"	135 Badger ave.
Drake, Belle. ....	South 10th St. P.	Assistant .	20 Centre st.
Drew, Minnie I. ....	So. Market St. G.	"	255 South Eighth st
Drummond, Adelaide. ....	Roseville Ave. P.	"	33 Myrtle ave.
Duncan, Lucy G. ....	Newton Street P.	"	140 Elm st.
Dunn, Alice N. ....	Wickliffe Street P.	"	71 South Eleventh s
Dunn, Katherine F. ....	13th Avenue P.	"	466 High st.
Dunnell, Anna C. ....	South 8th St. P.	V. Prin'pal.	84 Linden av., Bl'mfl
Durand, S. Eveline. ....	18th Avenue P.	Assistant .	424 Washington st.
Dusenberry, Emily T. ....	18th Avenue G.	"	86 Orchard st.
Eagles, Annie McLeod. ....	Central Avenue P.	"	273 High st.
Egbert, Edna C. ....	Morton Street P.	"	53 Fair st.
Elder, L. Louise. ....	South 8th St. G.	"	96 South Eleventh s
Ellis, Griselda. ....	Camden Street P.	"	186 South Sixth st.
Ellis, W. N. ....	Music Teacher..	Special....	108 Gates av., Br'kly
Ellyn, Lizzie. ....	Lafayette St. P.	Assistant .	148 Washington st.
Enders, J. Virginia. ....	Camden Street P.	"	141 Bank st.
Eunson, Sarah A. ....	18th Avenue P.	"	120 Sherman ave.
Fawcett, Sara A. ....	Drawing Teacher.	Special....	498 Broad st.
Felix, Mary. ....	Morton Street P.	Assistant .	91 Sherman ave.
Felts, Florence. ....	13th Avenue P.	"	51 Howard st.
Fine, Carrie H. ....	Central Avenue P.	"	98 Central ave.
Finter, Emma. ....	Oliver Street P.	V. Prin'pal.	108 Congress st.
Fitz-Gerald, Helen D. ....	Newton Street G.	Assistant .	122 Wickliffe st.
Fitzgerald, Jennie B. ....	18th Avenue P.	"	182 Brunswick st.
Fletcher, Alice M. ....	South 10th St. Int.	V. Prin'pal.	183 Fairmount ave.
Forbes, Mrs. Isabella. ....	Newton Street G.	1st Ass'nt.	226 Fairmount ave.
Forman, George. ....	Monmouth St. P.	Principal..	313 S. Orange ave.
Forster, Millie A. ....	High. ....	1st Ass'nt.	1001 Broad st.
Fort, Fred. W. ....	Hamburg Pl. Int.	Principal..	33 South Tenth st.
Fowler, Helen M. ....	Central Ave. G.	Assistant .	37 Lombardy pl.
Fowler, Julia K. ....	So. Market St. P.	"	37 Lombardy pl.
Foxcroft, Jennie I. ....	State Street P.	"	13 Cartaret st.
Freer, Lucy M. ....	High Annex. ....	2d Ass'nt..	58 Mt. Pleasant ave.
Garabrant, Laurilla. ....	Walnut Street P.	Assistant .	100 Pacific st.
Garrabrant, Anna L. ....	Webster Street G.	1st Ass'nt.	29 North Ninth st.
Gaston, Kate Z. ....	South 8th St. G.	Assistant .	192 Roseville ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
tie E. . . . .	So. Market St. P.	Assistant .	99 Union st.
nie A. . . . .	Hamburg Pl. Int.	"	203 Main st., E. Or'ge
Linda M. . . . .	Morton Street G.	"	114 New st.
ence S. . . . .	Hawkins Street P.	Principal..	25 Hill st.
sie . . . . .	Central Ave. . . . .	Assistant .	34 Jay st.
. M. Augusta..	Lock Street P. . . .	V. Prin'pal.	34 Jay st.
H. . . . .	Summer Ave. G. . . .	Principal..	104 Fourth ave.
ora I. . . . .	So. Market St. G.	Assistant .	96 Ridgewood ave.
riet W. R. . . . .	Summer Ave. P. . . .	"	206 Garside st.
Julia. . . . .	Monmouth St. P.	"	18 Pine st.
M. . . . .	Summer Ave. G.	"	310 Summer ave.
nces V. . . . .	South 8th St. P. . . .	"	50 Ninth ave.
sh M. . . . .	Webster Street G.	"	120 Garside st.
ies B. . . . .	Chestnut St. G. . . .	"	40 Camp st.
ura W. . . . .	High. . . . .	V. Prin'pal.	17 West Park st.
, Mary Abbie..	18th Avenue P. . . .	Assistant .	227 High st.
irginia G. . . . .	Camden Street P.	"	66 North Eleventh st.
h E. . . . .	South 8th St. P. . . .	"	443 Seventh ave.
bel G. . . . .	Washing'n St. G.	"	97 Court st.
N. . . . .	Hawkins Street P.	"	14 Quitman st.
A. . . . .	Webster Street G.	Principal..	106 Bloomfield ave.
urah L. . . . .	Webster Street P.	Assistant .	106 Bloomfield ave.
Belle. . . . .	Newton Street P.	"	351 Plane st.
hebe. . . . .	Lawrence St. G. . . .	V. Prin'pal.	40 Columbia st.
ia W. . . . .	Morton Street G.	Assistant .	Orange av., Irvington
H. . . . .	Washing'n St. G.	Principal..	49 Nelson place.
lorence A. . . . .	Franklin P. . . . .	Assistant .	369 Summer ave.
ances M. . . . .	Summer Ave. G. . . .	"	174 Summer ave.
ira L. . . . .	Miller Street G. . . .	"	50 Miller st.
ary G. . . . .	Franklin P. . . . .	"	5 Clay st.
la M. . . . .	Oliver Street G. . . .	1st Ass'nt.	15 Thomas st.
k, Caroline Y. . . .	Roseville Ave. P.	Assistant .	79 North Eleventh st.
Adelaide. . . . .	Oliver Street G. . . .	"	70 Brunswick st.
ie W. . . . .	Miller Street P. . . .	"	70 Brunswick st.
, Annie. . . . .	Hamburg Pl. P. . . .	"	155 Wright st.
ary A. . . . .	Chestnut St. G. . . .	H'd Ass'nt.	49 Columbia st.
Mary P. . . . .	Summer Ave. P. . . .	Assistant .	351 Belleville ave.
llen A. . . . .	Roseville Ave. P.	"	568 Orange st.
llie E. . . . .	Wickliffe Street P.	"	108 Belleville ave.
E. . . . .	Camden Street P.	"	49 Nelson place.
A. . . . .	Camden Street P.	"	49 Nelson place.
ry L. . . . .	South 10th St. P.	"	247 South Eighth st.
Carrie E. . . . .	Central Avenue P.	"	253 South Eighth st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hochkins, Julia L. ....	Lawrence St. P. ....	Assistant	253 South Eighth st.
Holloway, Julia S. ....	Washing'n St. G. ....	"	186 Washington st.
Hollum, Margaret. ....	Central Avenue P. ....	V. Prin'pal.	175 James st.
Hoppaugh, Abbie J. ....	Walnut Street P. ....	Assistant	29 Cottage st.
Hoppaugh, Annie O. ....	Oliver Street G. ....	"	29 Cottage st.
Hopping, Susie C. ....	Hamburg Pl. P. ....	"	10 Pacific st.
Horschel, Jeanette T. ....	South 10th St. P. ....	"	98½ Green st.
Horn, Matilda. ....	Monmouth St. P. ....	"	66 Sherman ave.
Hovey, E. O., A. M., Ph.D.	High. ....	Principal.	30 Orleans st.
Howard, Anna M. ....	13th Avenue P. ....	Assistant	156 William st.
Howell, Pamela. ....	Summer Ave. G. ....	1st Ass'nt.	120 Third st.
Hutchings, Carrie C. ....	Walnut Street P. ....	H'd Ass'nt.	58 Hamilton st.
Hutchings, Emma L. ....	Newton Street P. ....	V. Prin'pal.	South Orange, N. J.
Hymes, Sara L. ....	So. Market St. P. ....	Assistant	43 Clinton st.
Iliff, C. Blanche. ....	Hamburg Pl. Int. ....	"	189 Walnut st.
Ingalls, Bertha E. ....	Elliot Street P. ....	"	29 Broad st.
Ingalsbe, Caroline A. ....	18th Avenue P. ....	V. Prin'pal.	50 East Kinney st.
Issler, Emma A. ....	Morton Street P. ....	H'd Ass'nt.	32 Nelson place.
Jackson, Hattie G. ....	Washington St. P. ....	Assistant	88 Wakeman ave.
Jenkinson, Harriet K. ....	State Street P. ....	"	24 Baldwin st.
Johnson, Alice E. ....	So. Market St. P. ....	V. Prin'pal.	69 Adams st.
Johnson, Alice I. ....	Morton Street G. ....	Assistant	104 Thirteenth ave.
Johnson, Caroline. ....	18th Avenue G. ....	"	278 Academy st.
Johnson, Jane E. ....	Normal & Train'g Normal Dep't.	V. Prin'pal.	19 Bathgate place.
Johnson, Mrs. M. Louisa..	James Street Ind. ....	Assistant	18 So. Thirteenth st.
Jones, Laura. ....	Hamburg Pl. P. ....	"	204 New st.
Joralomon, Rachel K. ....	Summer Ave. P. ....	"	Chester ave.
Kaiser, Carrie A. ....	Camden Street P. ....	"	272 South Ninth st.
Kayser, Chas. F. ....	High. ....	1st Ass'nt.	52 Nelson place.
Keene, Ednah J. ....	Monmouth St. P. ....	Assistant	102 Warren st.
Kempf, Emily M. ....	Summer Ave. G. ....	1st Ass'nt.	39½ Sixth ave.
Kennedy, J. Wilmer. ....	Miller Street G. ....	Principal.	3 Emmet st.
Kent, Caroline J. ....	James Street Ind. ....	Assistant	102 Ridgewood ave.
Kerns, M. Lizzie. ....	Burnet Street G. ....	1st Ass'nt.	21 Halsey st.
Kinsey, Elizabeth D. ....	Lawrence St. G. ....	"	10 South st.
Kirk, Isabel M. ....	Oliver Street P. ....	Assistant	111 Mechanic st.
Kirkpatrick, Mary D. ....	South Street P. ....	"	58 New York ave.
Kitchell, Agnes. ....	Webster Street G. ....	"	247 Broad st.
Klotz, Elizabeth D. ....	Franklin P. ....	"	26 State st.



## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
è L.	Burnet Street P.	Assistant	47 Burnet st.
Elizabeth	State Street P.	"	47 Plane st.
ary	Burnet Street G.	1st Ass't.	35 Nichols st.
nnie J.	Washing'n St. G.	"	53 Academy st.
N.	Miller Street P.	H'd Ass't.	South Orange, N. J.
resa	Hawkins St. P.	Assistant	83 Columbia st.
J.	Lawrence St. G.	"	83 Columbia st.
ret A.	13th Avenue P.	"	83 Columbia st.
nie.	South Street P.	"	211 Thomas st.
	Wickliffe St. An'x.	"	134 Court st.
, Ph.M.	High.	1st Ass't.	464 Orange st.
: I.	Wickliffe Street P.	Assistant	73 Warren st.
elle.	Oliver Street P.	"	212 Summer ave.
a.	South 10th St. P.	"	249 North Sixth st.
E.	Oliver Street G.	"	312 Summer ave.
id.	Chestnut St. G.	Principal	193 South Sixth st.
n C.	Chestnut Street P.	Assistant	24 Astor st.
O.	Hamburg Pl. P.	"	16 Oak st.
P.	Walnut Street P.	"	11 East Park st.
	Marshall Street P.	"	16 Oak st.
Axford.	Oliver Street G.	"	98 Green st.
H.	Miller Street P.	"	83 Vanderpool st.
C., A. M.	High.	1st Ass't.	36 Kearney st.
Annie H.	South 10th St. P.	Assistant	163 Fairmount ave.
ina M.	South 10th St. P.	"	226 Fairmount ave.
becca.	Newton Street G.	1st Ass't.	226 Fairmount ave.
B.	South 10th St. P.	Assistant	92 Astor st.
ie P.	North 7th St. P.	V. Prin'pal.	162 Garside st.
elina.	Colored.	Assistant	43 Bank st.
E.	South 10th St. P.	"	213 Fairmount ave.
ie.	Lawrence St. P.	V. Prin'pal.	39 State st.
ice A.	Elliot Street P.	Principal	66 Taylor st.
h J.	Normal & Training		
	Normal Dep't.	Assistant	101 Pacific st.
y A.	North 7th St. P.	"	203 North Sixth st.
a L.	Clover Street Ind.	"	17 Oak st.
	Lafayette St. P.	"	19 Lombardy st.
	High Annex.	3d Ass't.	19 Lombardy st.
E.	Burnet Street P.	Assistant	19 Lombardy st.
B.	Webster Street G.	"	230 Garside st.
a.	South 8th St. G.	"	99 Congress st.
de D.	Lock Street P.	"	137 Bank st.
: M.	Chestnut Street P.	V. Prin'pal.	33 Orchard st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Miller, Caroline D. ....	Wickliffe Street P.	Assistant	137 Bank st.
Miller, Mattie M. ....	Walnut Street P.	"	214 Mulberry st.
Miller, M. Ella. ....	Newton Street G.	"	58 South Orange ave.
Mills, Lydia A. ....	Lafayette St. G.	"	54 Elizabeth ave.
Mock, Kate E. ....	13th Avenue P.	"	87 Wickliffe st.
Moore, Elizabeth. ....	18th Avenue P.	"	96 Sherman ave.
Moore, Elizabeth N. ....	Hamburg Pl. P.	"	41 Essex st.
Moore, Hannah. ....	South Street P.	H'd Ass't.	118 Miller st.
Moore, Lizzie A. ....	South Street P.	Assistant	140 Emmet st.
Moore, M. Alice. ....	Miller Street G.	"	24 Wakeman ave.
Moorhouse, Mary J. ....	Lafayette St. G.	Hd' Ass't.	221 Mulberry st.
Morehouse, Carrie E. ....	Miller Street G.	Assistant	70 Murray st.
Morgan, Emma. ....	Newton Street G.	1st Ass't.	18 Mercer st.
Morgan, Maria E. ....	Central Ave. G.	V. Prin'pal.	122 North Sixth st.
Morris, M. Jennie. ....	Miller Street G.	1st Ass't.	132 Pennsylvania ave.
Morrison, Ida J. ....	Summer Ave. P.	Assistant	40 Wakeman ave.
Mullison, Harriet W. ....	Clover Street Ind.	Principal	104 Court st.
Murphy, Eliza. ....	Summer Ave. G.	V. Prin'pal.	377 Summer ave.
Myer, Eva. ....	State Street P.	"	8 State st.
Myrick, Eliza J. ....	Elliot Street P.	Assistant	170 High st.
Nebinger, Mary G. ....	Chestnut Street P.	"	504A Washington st.
Olmstead, Mary, A. B. ....	High. ....	Teacher of Rhetoric, Male Dep't	
O'Rourke, Mary A. ....	Hamburg Pl. P.	Assistant	17 West Park st.
Ortland, Emma E. ....	18th Avenue G.	"	98 Washington st.
Osborne, Clara L. ....	Monmouth St. P.	"	43 West st.
			83 Court st.
Parker, Isabel A. ....	Burnet Street G.	"	21 Halsey st.
Parker, Mary M. ....	South Street P.	"	107 Thomas st.
Peck, Adelaide. ....	Miller Street G.	1st Ass't.	122 Brunswick st.
Peal, Amelia E. ....	13th Avenue P.	Assistant	137 Court st.
Peer, E. Jane. ....	18th Avenue G.	"	127 Arlington st.
Peters, Minnie L. ....	Wickliffe St. An'x	"	328 High st.
Pierson, Eliza H. ....	Lawrence St. G.	"	221 Mulberry st.
Poinier, Alice B., A. B. ....	High Annex. ....	3d Ass't.	41 South st.
Potter, S. Emily. ....	Washington St. P.	V. Prin'pal.	14 Linden st.
Price, Lillian L. ....	Morton Street P.	Assistant	14 Linden st.
Price, Mary H. ....	Monmouth St. P.	"	303 Belleville ave.
Provost, Anna M. ....	Elliot Street P.	"	37 Rowland st.
Putnam, Ella E. ....	High. ....	3d Ass't.	66 Oriental st.

## TEACHERS--CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
nes M., A. M.	High.....	1st Ass'nt.	506 Summer ave.
rgaret G.....	Elliot Street P....	Assistant	506 Summer ave.
garet A.....	18th Avenue P....	"	167 Boyd st.
e Isabel.....	Monmouth St. P....	"	7 Atlantic st.
A.....	Hamburg Pl. P....	"	110½ Bleecker st.
mma.....	Burnet Street G....	"	11 Linden st.
e E.....	South Street P....	"	139 Brunswick st.
nia R.....	State Street P....	"	89 New st.
icy A.....	Elliot Street P....	"	21 Taylor st.
ary H.....	High.....	2d Ass'nt.	21 Taylor st.
Marion.....	Chestnut Street P.	Assistant	13 Pennsylvania ave.
rietta.....	So. Market St. G....	"	68 Mt. Pleasant ave.
ret R.....	Houston Street P....	H'd Ass'nt.	100 Pacific st.
ice A.....	Central Avenue P....	Assistant	58 Wright st.
.....	Oliver Street G....	"	39 Chestnut st.
ary E.....	Miller Street G....	V. Prin'pal.	23 Chestnut st.
ide E.....	South 8th St. G....	1st Ass'nt.	38 Nelson place.
C.....	High.....	"	18 Burnet st.
da E.....	Normal & Train'g Training Dep't.	Assistant	192 Summer ave.
nnie M.....	Hamburg Pl. P....	"	547 Twelfth ave.
E.....	Wickliffe Street P.	Principal	370 Bank st.
uise.....	Franklin P.....	Assistant	186 Belleville ave.
B.....	Camden Street P....	V. Prin'pal.	7 Pulaski st., E. Or'ge
G.....	13th Avenue P....	Assistant	19 Fulton st.
gustus.....	South 8th St. G....	Principal	56 South Eleventh st.
ah B.....	Roseville Ave. P....	"	56 South Eleventh st.
mma D.....	Franklin P.....	H'd Ass'nt.	33 Clark st.
o H.....	Morton Street G....	Principal	377 Springfield ave.
ira.....	Marshall Street P.	Assistant	498 Washington st.
win.....	Oliver Street G....	Principal	77 Court st.
frs. Isadore M.	High.....	1st Ass'nt.	3 Linden st.
riette E.....	Newton Street G....	Assistant	144 Garside st.
ny.....	Franklin P.....	"	97½ Garside st.
F.....	Chestnut St. G....	1st Ass'nt.	81 Orchard st.
Adaline.....	South 10th St. P....	Assistant	106 Lafayette st.
J.....	Webster Street P....	V. Prin'pal.	94 Bloomfield ave.
ra E.....	Newton Street P....	Assistant	212 Fairmount ave.
C. L. D.....	Lafayette St. G....	V. Prin'pal.	177 Quitman st.
C.....	Chestnut St. G....	Assistant	157 Quitman st.
beth J.....	South 10th St. P....	"	118 Hunterdon st.
y A.....	South 10th St. Int.	"	44 Murray st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Emma J. ....	Chestnut St. G. .	V. Prin'pal.	18 Franklin st.
Smith, Mrs. Fannie W. ....	Newton Street G. .	"	122 Wickliffe st.
Smith, Ida E. ....	Morton Street P. .	Assistant .	16 Hampden st.
Smith, Martha C. ....	South Street P. .	"	81 Pennsylvania ave.
Snow, May G. ....	Morton Street P. .	"	31 Kearney st.
Soden, Anna M. ....	18th Avenue P. .	"	95 Sherman ave.
Sonn, George C. ....	High. ....	1st Ass'nt.	33 Clark st.
Sonn, Lydia K. ....	State Street P. .	Assistant .	71 Belleville ave.
Speer, Agnes C. ....	Morton Street P. .	"	45 Astor st.
Speer, Matilda J. ....	18th Avenue G. .	1st Ass'nt.	45 Astor st.
Spinning, Maria L. ....	Morton Street G. .	"	33 Franklin st.
Squire, M. Irene. ....	Monmouth St. P. .	Assistant .	26 Nelson place.
Starkweather, Minnie C. .	Burnet Street P. .	"	55 Mulberry st.
Steele, Fannie. ....	Oliver Street G. .	1st Ass'nt.	128 Monmouth st.
Steele, Susie. ....	Oliver Street G. .	V. Prin'pal.	128 Monmouth st.
Stephens, Carrie V. ....	South 10th St. Int.	Assistant .	58 Mt. Pleasant ave.
Stickney, M. Ada. ....	Morton Street P. .	"	65 South Orange ave.
Stites, Belle S. ....	Lafayette St. P. .	"	101 Jefferson st.
Stites, Dora A. ....	Lafayette St. P. .	V. Prin'pal.	101 Jefferson st.
Stout, Mrs. Helen L. .	Monmouth St. P. .	Assistant .	173 Quitman st.
Strieby, Mary. ....	Webster Street P. .	"	68 Park place.
Stringer, Elizabeth M. .	Washing'n St. G. .	"	51 Avon ave.
Sturgis, Emma M. ....	State Street P. .	"	198 Plane st.
Sutphen, Julia A. ....	Miller Street P. .	"	178 Brunswick st.
Sweasy, M. Augusta. .	Normal & Train'g Training Dep't.	"	122 Wickliffe st.
Symons, Evelyn S. ....	Oliver Street P. .	"	184 Walnut st.
Taylor, A. V., A. B. ....	High. ....	2d Ass'nt.	28 Nelson place.
Taylor, Florence. .	South 8th St. P. .	Assistant .	52 Roseville ave.
Taylor, Geo. O. F. ....	Central Ave. G. .	Principal. .	69 Sherman ave.
Taylor, Sarah G. A. ....	South 8th St. G. .	Assistant .	355 Washington st.
Terwilliger, J. L. ....	Newton Street G. .	Principal. .	228 South Sixth st.
Thacher, C. S. ....	High. ....	1st Ass'nt.	309 Summer ave.
Thomas, Emily B. .	Colored. ....	Assistant .	741 Broad st.
Thompson, Elizabeth L. .	Lafayette St. G. .	"	48 East Kinney st.
Thompson, Hattie. ....	18th Avenue P. .	"	102 Pennsylvania ave.
Thompson, Nellie B. ....	Washing'n St. G. .	1st Ass'nt.	102 Pennsylvania ave.
Thurber, Lewis W. .	South Street P. .	Principal. .	116 Stone st.
Tompkins, Florence. ....	Webster Street P. .	Assistant .	37 Lincoln ave.
Tucker, Lizzie D. ....	Oliver Street P. .	"	48 Nelson place.
Umbach, Minnie L. ....	Miller Street G. .	"	71 Emmet st.
Urick, Wm. P. B. ....	So. Market St. G. .	Principal. .	244 Lafayette st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ella D.....	So. Market St. P.	Assistant	112 Green st.
ie, Emma C.....	Chestnut Street P.	"	126 Orchard st.
uten, Lizzie L.....	Monmouth St. P.	"	62 Waverly place.
uten, Sadie E.....	18th Avenue P....	"	35 Wright st.
ss, Helen M.....	Monmouth St. P.	"	136 Monmouth st.
twick, Cornelia A.	Chestnut St. G....	"	172 Quitman st.
Ida A.....	Lafayette St. G....	"	20 Pennington st.
la L.....	13th Avenue P....	H'd Ass'nt	837 Broad st.
h, Minnie.....	Commerce St. P.	Assistant	125 Plane st.
l, M. Louisa.....	Normal & Train'g Training Dep't.	V. Prin'pal.	148 Washington st.
lary E.....	So. Market St. G.	"	9 Linden st.
arah J.....	Lafayette St. P.	Assistant	1072 Broad st.
Amilla.....	Roseville Ave. P.	"	73 North Fourth st.
lessie G.....	South 8th St. G....	"	55 Myrtle ave.
Annie R.....	South 10th St. P.	"	24 Franklin st.
ore, Addie B.....	Washington St. P.	"	17 Court st.
l, M. Eliza.....	Walnut Street P.	"	106 Pennington st.
Josephine A.....	Hamburg Pl. P....	"	21 Hillside ave.
, Emma R.....	Monmouth St. P.	"	38 Warren place.
, Ida L.....	Walnut Street P.	"	195 Walnut st.
elle B.....	Summer Ave. P....	"	377 Summer ave.
lrs. Martha S.....	Summer Ave. G.	1st Ass'nt.	377 Summer ave.
Albert B.....	13th Avenue P....	Principal.	206 South Sixth st.
Susie M.....	Monmouth St. P.	Assistant	27 Monmouth st.
Lizzie H.....	Marshall Street P.	"	20 Court st.
nma.....	Lawrence St. P....	"	23 Court st.
lara A.....	Lafayette St. P....	"	38 Grove st.
lvie A.....	Camden Street P.	"	38 Grove st.
rd, Emma F.....	Morton Street P.	"	79 Court st.
fary.....	North 7th St. P....	"	256 North Seventh st.
Elizabeth.....	South 8th St. G....	"	109 North Seventh st.
la.....	Lafayette St. P....	"	58 Pacific st.
Alice E.....	Houston Street P.	"	295 East Kinney st.
Amelia R.....	Normal & Train'g Training Dep't.	"	52 Belleville ave.
Mary A.....	South Street P....	"	295 East Kinney st.



**SALARIES.**

## Schedule of Teachers' Salaries,

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

REVISED JULY 25TH, 1890, TO TAKE EFFECT SEPTEMBER 1ST, 1890.

GRADE.	1st Year.	2d Year.	Maxim
<b>NORMAL AND TRAINING SCHOOL.</b>			
Principal—Male .....			\$2,000
Normal Department—			
Vice-Principal—Female .....			1,300
Training Department—			
Vice-Principal—Female .....	\$700 00		800
Assistant, " .....	500 00	\$575 00	650
<b>HIGH SCHOOL.</b>			
Principal—Male .....			2,500
First Assistant—Male .....	1,400 00		2,000
Second " .....	1,200 00		1,300
Vice-Principal—Female .....			1,800
Teacher of Rhetoric and Composition (Male Department)—Female ..			1,300
First Assistant—Female .....	900 00		1,200
Second " .....	800 00		900
Third " .....	700 00		800
Teacher in charge of full division Senior Class .....			1,500
Teacher in charge of German .....			1,500
<b>GRAMMAR SCHOOLS.</b>			
Principal—Male .....			2,000
Vice-Principal—Male .....	1,100 00		1,200
Vice-Principal—Female .....	900 00		1,000
Head Assistant, " .....			800
†First " .....			700
Assistant, " .....	500 00	575 00	650
<b>INTERMEDIATE SCHOOLS.</b>			
Principal—Male .....			1,900
Vice-Principal—Female .....	800 00		900
Assistant, " .....	500 00	575 00	650



## SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	Maxim'm.
<b>PRIMARY SCHOOLS.</b>			
Principal—Male .....			\$1,500 00
Principal (6 classes and upwards)— Female .....			1,000 00
Principal (less than 6 classes), Female .....			850 00
Vice-Principal—Female .....	\$700 00		800 00
Head Assistant, " .....			700 00
Assistant, " .....	425 00	\$500 00	600 00
†Temporary Assistant—Female... }	3 months at \$30.	4 months at \$35.	3 months at \$40.
<b>INDUSTRIAL SCHOOLS.</b>			
Principal—Female .....			700 00
Assistant, " .....	425 00	500 00	600 00
<b>COLORED SCHOOLS.</b>			
Principal—Male .....			1,500 00
Assistant—Female .....	425 00	500 00	600 00
<b>SPECIAL.</b>			
Drawing Teacher—Female .....			1,100 00
<b>EVENING SCHOOLS.</b>			
Principal—Male .....	\$50 per month.		
Assistant—Male or Female .....	\$30 and	\$35 per	month.

NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

† First Assistants and Head Assistants teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

All Assistants in Primary Schools or Primary Departments teaching full grade grammar classes, shall receive grammar school salary while teaching such grade.

‡ Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.



## **COURSE OF INSTRUCTION.**



# MANUAL OF INSTRUCTION--PRIMARY DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer; Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness } What can be seen. School } What cannot be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Writing on slate.
Third.	First Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on Multiplication table; exercise in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing, No. 1 Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, Nos. 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing, books Nos. 2 and 3, Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control.

## MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.	DRAWING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Practical lessons in English; exercises in Composition.	Read History of United States.	No. 3 and 4 Graphic, L. C.	Drawing Books No. 5 and 6.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Practical lessons in English; exercises in Composition.	Read History of United States.	No. 4 and 5 Graphic, L. C. No. 5, S. C.	Drawing Book No. 7.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Practical lessons in English; exercises in Composition.	To page 213.	No. 5 and 6 Graphic, L. C.	Drawing Book No. 8.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetical; Mental Arithmetic.	Geography Reviewed.	Practical lessons in English; Declaration and Composition.	From page 213 to end of book.	No. 7, L. C.; Graphic Blank.	Drawing Book No. 9.

# NORMAL AND TRAINING SCHOOL.

## NORMAL DEPARTMENT.

### COURSE FOR FIRST YEAR.

FIRST TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]</p>	<p>Physical Geography on the basis of geographical and historical study and teaching.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
SECOND TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]</p>	<p>Physiology and Hygiene as applied to the school-room.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
THIRD TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Critical reading of Political Economy. To be accompanied with essay and composition work.</p>	<p>Lectures on the Science and Philosophy of Education and the Methods of Instruction to be continued through the year.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>

## COURSE FOR SECOND YEAR.

<p><b>FIRST TERM.</b></p>	<p>Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>History of Education, its theories, methods and literature. General History.</p>	<p>Literature as related to General History. Critical reading of Civil Government and General History, continued.</p>	<p>Lectures on the History, Philosophy and Science of Education and the Methods of Instruction. Botany. Music. Physical Culture. Drawing.</p>
<p><b>SECOND TERM.</b></p>	<p>Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>History of Education, its theories, methods and literature. General History.</p>	<p>Literature as related to General History. Critical reading of Civil Government and General History, continued.</p>	<p>Lectures on the General Principles of School Management. Botany. Music. Physical Culture. Drawing.</p>
<p><b>THIRD TERM.</b></p>	<p>Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>Review of the general Principles and Methods of Teaching, and School Management.</p>	<p>Literature, including selections from writers in the Fine Arts and Poetry.</p>	<p>Lectures and discussions of educational works and educational questions. Music. Physical Culture. Drawing.</p>



## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COMMERCIAL COURSE—(TWO YEARS).

<b>1ST YEAR.</b>	1st Term. Arithmetic. 2d Term. Arithmetic. 3d Term. Arithmetic.	Book-keeping ; Pen- manship ; Commer- cial Correspondence, and Business Form.	German. German. German or Physiology.
<b>2D YEAR.</b>	1st Term. Algebra. 2d Term. Algebra. 3d Term. Algebra.	Book-keeping ; Com- mercial Law and Cor- respondence ; Busi- ness Forms, and Civil Government.	German. German. German or Natural Philosophy.

Language, Lessons, Composition and Declamation through the course.  
Drawing, optional.

## MANUAL OF INSTRUCTION—HIGH SCHOOL—

## CLASSICAL COURSE—(FOUR YEARS).

<b>1ST YEAR.</b>			
1st Term.	Arithmetic.	Lat. Gram., Lessons	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography—
3d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography—
<b>2D YEAR.</b>			
1st Term.	Algebra.	Cæsar.	Greek Grammar and Less
2d Term.	Algebra.	Cæsar.	Greek Grammar and Less
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Greek Grammar and Less
<b>3D YEAR.</b>			
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Cicero.	Anabasis.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Anabasis. (Greek Prose and Histo
<b>4TH YEAR.</b>			
1st Term.	Geometry.	Virgil's Æneid.	Iliad.
2d Term.	Trigonometry, or German.	Georgics, Bucolics, Roman History and	Iliad.
3d Term.	Review.	Review.	Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may  $\square$  Geometry and Trigonometry and take German instead.

# MANUAL OF INSTRUCTION—HIGH SCHOOL.

## SCIENTIFIC COURSE—(FOUR YEARS).

<b>1ST YEAR.</b>			
1st Term.	Arithmetic.	Latin Gram., Lessons.	Physiology.
2d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
3d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
<b>2D YEAR.</b>			
1st Term.	Algebra.	Cæsar.	Natural Philosophy.
2d Term.	Algebra.	Cæsar.	Natural Philosophy.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Natural Philosophy.
<b>3D YEAR.</b>			
1st Term.	Geometry.	Cicero.	General History.
2d Term.	Geometry.	Cicero.	Political Economy.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.) or German.	Political Economy.
<b>4TH YEAR.</b>			
1st Term.	Geometry.	Virgil's Æneid.	Chemistry.
2d Term.	Trigonometry.	Georgics, Bucolics.	Chemistry.
3d Term.	Review.	Roman History and Review or German.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

## MANUAL OF INSTRUCTION—HIGH SCHOOL—

## COURSE FOR FEMALE DEPARTMENT.—(FOUR YEARS).

<b>1ST YEAR.</b>		Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons, or German.	Physiology. Physiology. Botany.
1st Term.	Arithmetic, $\frac{1}{4}$ yr.		
2d Term.			
3d Term.	Algebra, $\frac{1}{4}$ year		
<b>2D YEAR.</b>		Latin Gram., Lessons. Cæsar. Cæsar, or German.	Physical Geography - Physical Geography - Natural Philosophy -
1st Term.	Algebra.		
2d Term.	Algebra.		
3d Term.	Algebra.		
<b>3D YEAR.</b>		Cæsar. Cæsar. Cæsar, or German.	History. History. Rhetoric.
1st Term.	Algebra.		
2d Term.	Geometry.		
3d Term.	Geometry.		
<b>4TH YEAR.</b>		Virgil. Virgil, or German. Astronomy.	English Literature. English Literature. English Literature.
1st Term.	Geometry.		
2d Term.	Geometry.		
3d Term.	Review.		

Language, Lessons, Penmanship, Drawing, Composition and Recitation through the course.

## MANUAL OF INSTRUCTION--HIGH SCHOOL.

## ENGLISH COURSE.—(FOUR YEARS).

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Book-keeping, Penman- ship and Commercial Correspondence, and Business Forms.	Physiology. Physical Geography. Physical Geography.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Book-keeping, Com- mercial Law and Cor- respondence, Business Forms and Civil Gov- ernment.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
<b>3D YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Geometry.	Rhetoric, $\frac{1}{2}$ year. Chemistry, $\frac{1}{2}$ year.	General History, $\frac{1}{2}$ year. Political Economy, $\frac{1}{2}$ year.
<b>4TH YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry, $\frac{1}{2}$ year. Geology, $\frac{1}{2}$ year.

Language Lessons, Drawing, Composition and Declamation through the course.

MANUAL OF INSTRUCTION—CONTINUED.  
DISTRIBUTION OF WORK.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

*First Term.*—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 plus 1 equals 2, two 1's equal 2, 5 plus 1 equals 6, three 2's equal 6, two 3's equal 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 less 1 equals 1, how many 2's in 5, 3 plus 2 equals 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

*Second Term.*—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 plus 3 plus 1 equals 7, 2 plus 2 plus 2 plus 1 equals 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

*Third Term.*—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, —, ×, ÷, (, =. Give many simple questions, as: John has four apples and William has 5; how many have both? What will four lemons cost at

4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. Use objects when necessary.

#### THIRD GRADE.

*First Term.*—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has three apples; how many have both? What costs 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 minus—equals 5, three 2's equal—? Drill the class in rapid slate work, as: 3 plus 7, or 4 plus 6, or two 5's or 4 plus 3 plus 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number. No careless work should be allowed. Objects may be used for illustration.

*Second Term.*—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ . As  $\frac{1}{3}$  of 12 equals 2. No careless work should be allowed. Objects may be used for illustration.

*Third Term.*—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of fractional parts,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . As:  $\frac{1}{10}$  of 20 = 2. Continue the use of objects for illustration.

**Fish's Arithmetic, No. 1.****SECOND GRADE.**

*First Term.*—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

*Second Term.*—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost ; 3 gills ; 4 gills ; 1 pint, etc.? Teach these tables objectively.

*Third Term.*—Review previous work and advance to 100. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

**FIRST GRADE.**

*First Term.*—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and



written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

*Second Term.*—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs \$2.36, what will 2 bushels cost ; 2 pecks, etc. ? If 5 gallons cost \$23.40, what will 1 gallon cost ? Exercise the pupils in combining and separating fractions of the same name. Ex.:  $\frac{3}{4}$  plus  $\frac{1}{4}$  equals how many fourths ;  $\frac{7}{8}$  minus  $\frac{1}{8}$  equals how many eighths ? Give mental arithmetic examples involving the principles taught in the slate work.

*Third Term.*—Review fundamental rules. Continue practical examples, as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour, how much will he earn in 3 hours ; in  $5\frac{1}{2}$  hours ; in  $\frac{1}{2}$  hour ? Give mental arithmetic examples involving the principles taught in the slate work.

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## LANGUAGE.

### Elementary Lessons in English.

#### FOURTH GRADE.

*Talking or Conversation Lessons.*—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture ; also to tell little stories the pupil has heard read or told.

**Written Work.**—Teach the pupil to write his name, the name of the street he lives in, the name of the city; also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

#### THIRD GRADE.

**Conversation Lessons**—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

**Means.**—Reproducing the reading lesson; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

**Written Work.**—Reproduction and stories as above. Address the items of the letter address. How to write names of persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

#### Hyde's Practical Lessons in English, Book I.

#### SECOND GRADE.

**First Term**—Take lessons 1 to lesson 22, page 22.

**Second Term.**—Take lessons 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

**Third Term.**—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

**Conversation Lessons.**—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell

what they saw on the way to or from school. Be careful to secure complete and well formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

*Written Work.*—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

#### FIRST GRADE.

*First Term.*—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

*Second Term.*—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

*Third Term.*—Take lessons 23, Part Second, page 80, to lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

*Conversation Lessons.*—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

*Written Work.*—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

## GEOGRAPHY.

## THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.

## Swinton's Introductory.

## SECOND GRADE.

*First Term.—School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

*Second Term.—Essex County*. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

*Third Term.—State of New Jersey*. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that continents and oceans form the surface of the

earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course

#### FIRST GRADE.

*First Term.*—Review previous work by reading and conversational lessons on the first fifteen pages of the Introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

*Second Term.*—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

*Third Term.*—Review. Take the Southern States, Eastern division, pages 45 to 47, inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

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#### READING.

#### FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the

word and phonic methods, use objects, pictures and so upon the board. Lead the children to talk freely about lesson

#### THIRD GRADE.

Finish Primer and First Reader ; spell all the Phonic exercises and Spelling. Classify words according to similar sounds: cat, rat, hat, man, pan, ran, run, sum, etc.

#### SECOND GRADE.

Second Reader. Supplementary Readers. Spell words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never use improper expressions of any kind.

#### FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic spelling ; spell all the words. The pupils frequently read from the various lesson books used in class.

In all the grades through all the terms, great care should be given to the teaching of new words and the increase of child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give special care to correct pronunciation and good expression.

The reading exercises should occur as often each time will permit. No exercise should take precedence over reading.

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### WRITING.

#### FOURTH GRADE.

Writing simple copies from the blackboard on the slate.

#### THIRD GRADE.

Writing on the slate or exercise paper ; writing the names of the pupil, etc.

**SECOND GRADE.**

Graphic System, shorter course, No. 1.


Two books during the year, with use of practice paper.

**FIRST GRADE.**

Graphic System, No. 2, S. C., first half year.

Graphic System, No. 3, S. C., second half year.

Two books during the year.

 The pencils, pen and ink should always be kept in a proper condition for use. All the written work, as well as the regular writing lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

**DRAWING.****FOURTH GRADE.**

Cards, First Series with Manual.

**THIRD GRADE.**

Cards, Second Series with Manual.

**SECOND GRADE.**

Drawing Books, Nos. 1 and 2.

**FIRST GRADE.**

Drawing Books, Nos. 3 and 4.

Drawing models, modeling clay.

Colored paper.

**PHYSIOLOGY.****Oral Lessons.****FOURTH GRADE.**

The teacher will call the attention of the children to their bodies as a whole; what they can do with them; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

*Breathing.*—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

*Drinking.*—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

*Eating.*—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

*Cleanliness.*—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.



The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

#### THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

#### SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

#### FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

*Bones and Muscles.*—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

## MUSIC.

## Jepson's Music Reader. Book First

## FOURTH GRADE.

*First Term.*—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

*Second Term.*—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

*Third Term.*—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122, and 124.

## THIRD GRADE.

*First Term.*—Beginning at chapter XVI, page 31, take to chapter XXVII, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

*Second Term.*—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

*Third Term.*—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

## SECOND GRADE.

*First Term.*—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

*Second Term.*—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

*Third Term.*—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274

#### FIRST GRADE.

*First Term.*—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

*Second Term.*—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

*Third Term.*—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

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#### ORAL LESSONS.

##### FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen ?  
          { What cannot be seen ?

Animals, domestic ; days of the week, months of the year, time on the face of the clock ; parts of the human body.

##### THIRD GRADE.

Objects at home and at school ; parts of the human body with their uses ; distance, direction, time continued ; form size, color, illustrated by objects.

## SECOND GRADE.

Trees, plants and flowers ; qualities ; form, size and color  
 human body with its parts : senses, and the laws of health  
 tables of weights and measures ; articles we buy at  
 grocers'.

## FIRST GRADE.

Occupation of men, women and children ; manufactured  
 articles ; conveyance on land and water ; human body, with  
 its parts and uses, and the laws of health.

These lessons are designed to furnish topics for object  
 conversational lessons which should find a place in every  
 primary school. The teacher can vary or enlarge, as the  
 occasion may require.

## GRAMMAR DEPARTMENT.

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### ARITHMETIC.

#### Fish's No. 2.

#### FOURTH GRADE.

*First Half Year.*—From beginning of book to page 74.  
**Mental Arithmetic**, lessons 17 to 25.

*Second Half Year.*—From page 74 to page 93, with review.  
**Mental Arithmetic**, lessons 25 to 29, with review.

#### THIRD GRADE.

*First Half Year.*—From page 93 to page 127 with review.  
**Mental Arithmetic**, lessons 29 to 35, with review.

*Second Half Year.*—From page 127 to page 145 with review.  
**Mental Arithmetic**, lessons 35 to 40, with review.

#### SECOND GRADE.

*First Half Year.*—From page 145 to page 173 with review.  
**Mental Arithmetic**, lessons 40 to 44, with review.

*Second Half Year.*—From page 173 to 198 with review.  
**Mental Arithmetic**, lessons 44 to 48, with review.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc., etc.

#### FIRST GRADE.

*First Half Year.*—From page 198 to page 242 with review.  
**Mental Arithmetic**, lessons 48 to 52, with review.

*Second Half Year.*—From page 242 to page 269 with review. Mental Arithmetic, lessons 52 to 54, inclusive, with review.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

## LANGUAGE.

### Hyde's Practical Lessons in English. Book I.

#### FOURTH GRADE.

*First Term.*—Take lessons 28, page 87, to lesson 42, page 101.

*Second Term.*—Take lessons 42, page 101, and complete the book.

*Third Term.*—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

*Oral Work.*—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

*Written Work.*—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

NOTE.—The lessons 39, 40 and 41 on letter writing to be used through all the term and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

**Hyde's Practical Lessons in English. Book II.**

**THIRD GRADE.**

*First Term.*—From beginning of book to lesson 23, page 41.

*Second Term.*—Take lesson 23, page 41, to lesson 37, page 66, with review.

*Third Term.*—Take lesson 37, page 66, to lesson 45, page 80, with review.

**SECOND GRADE.**

*First Term.*—Take lessons 42, page 75, to lesson 56, page 100. Review

*Second Term.*—Take lessons 56, page 100, to lesson 67, page 122. Review.

*Third Term.*—Take lessons 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

**FIRST GRADE.**

*First Term.*—Take lessons 78, page 136, to lesson 92, page 157. Review.

*Second Term.*—Take from lesson 92, page 157, and complete Part Third.

*Third Term.*—Review the entire book, with special reference to etymology, composition and criticism, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

## GEOGRAPHY.

## Swinton's Introductory.

## FOURTH GRADE.

*First Term.*—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

*Second Term.*—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

*Third Term.*—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

## Swinton's Grammar School.

## THIRD GRADE.

*First Term.*—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, production and natural advantages for branches of industry; climate, people and political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions, page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.



*Second Term.*—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

*Third Term.*—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

#### SECOND GRADE.

*First Term.*—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

*Second Term.*—Review the political divisions and the commercial geography of the other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

*Third Term.*—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

## FIRST GRADE.

*First Term.*—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97 ; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

*Second Term.*—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

*Third Term.*—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

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HISTORY.

## Eggleston's U. S.

*First Term.*—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

*Second Term.*—From page 116 to the capture of Burgoyne's army, page 175.

*Third Term.*—Complete to page 213, and review.

## FIRST GRADE.

*First Term.*—From page 213 to approach of Civil War, page 298.

*Second Term.*—From page 298 to Political Events, page 359.

*Third Term.*—Finish book, and review.

NOTE.—Only the most important dates and events should be memorized.

## READING.

## FOURTH GRADE.

Third Reader ; spelling. Read United States History alternately with Reader.

## THIRD GRADE.

Complete Third or Fourth Reader ; spelling. Read United States History alternately with Reader.

## SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

## FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects. Supplementary reading will form a part of the course.

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 SPELLING.

## Metcalf's Spelling and Language Book.

## FOURTH GRADE.

*First Term* —From beginning to page 40.

*Second Term*.—From page 40 to page 50.

*Third Term*.—From page 50 to page 57.

Constant review.

## THIRD GRADE.

*First Term*.—From page 57 to page 74.

*Second Term*.—From page 74 to page 85.

*Third Term*.—From page 85 to page 94.

Constant review.

SECOND GRADE.

*First Term.*—From page 94 to page 112.

*Second Term.*—From page 112 to page 127.

*Third Term.*—From page 127 to page 137.

Constant review.

FIRST GRADE.

*First Term.*—From page 137 to page 153.

*Second Term.*—From page 153 to page 165.

*Third Term.*—From page 165 to page 174.

Constant review.

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WRITING.

FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.

Graphic System, No. 4, L. C., second half year.

Two books during the year.

THIRD GRADE.

Graphic System, No. 4, L. C., first half year.

Graphic System, No. 5, S. C., second half year.

Two books during the year.

SECOND GRADE.

Graphic System, No. 5, L. C., first half year.

Graphic System, No. 6, L. C., second half year.

Two books during the year.

FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the

## DRAWING.

### FOURTH GRADE.

No. 5, from September to February ; No. 6, from February to July.

### THIRD GRADE.

No. 7, throughout the year.

### SECOND GRADE.

No. 8, throughout the year.

### FIRST GRADE.

No. 9, throughout the year.

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## PHYSIOLOGY.

### Oral Lessons.

#### FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

*The Teeth.*—Their number, location, structure, use, abuse and care.

*The Digestive Process.*—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves of personal observation of the parts, organs and the various processes under consideration, going on in their bodies ; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

*Hygiene.*—The common or obvious laws of health.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting instruction and illustrations to the progress and advancement of the pupils.

*Blood.*—Call the attention of the pupils to the fact that pervades all parts of the body. This may be shown by slight pricking, with a fine-pointed needle, any part of the body when blood will flow. Call attention to the heart—its beating and to the fact that it is the pumping engine of the body also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

*Hygiene.*—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may know wherein they conform to or violate these laws.

#### SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

*Respiration.*—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Draw upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

#### FIRST GRADE.

Continue the line of work for the preceding grammar grade, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

*The Nervous System.*—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling ; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades, use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

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## MUSIC.

### Song Garden, No. 2.

A manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

#### FOURTH GRADE.

*First Term.*—Paragraphs 1 to 76, inclusive.

*Second Term.*—Paragraphs 77 to 111, inclusive.

*Third Term.*—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

*First Term.*—Paragraphs 139 to 180, inclusive.

*Second Term.*—Paragraphs 181 to 207, inclusive.

*Third Term.*—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

*First Term.*—Paragraphs 228 to 255, inclusive.

*Second Term.*—Paragraphs 256 to 285, inclusive.

*Third Term.*—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

*First Term.*—Paragraphs 307 to 331, inclusive.

*Second Term.*—Paragraphs 332 to 360, inclusive.

*Third Term.*—Paragraphs 361 to 384, inclusive.



## COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL

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This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each.

### DEPARTMENT OF MECHANICAL DRAWING.

#### FIRST YEAR.

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

#### SECOND YEAR.

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by

plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

#### THIRD YEAR.

(a) The drawing of the whole or parts of a machine to actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

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### DEPARTMENT OF ARCHITECTURAL DRAWING

#### FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.
- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
- (b) Elevations.
- (c) Sections.
- (d) Perspective continued.



DEPARTMENT OF FREE-HAND DRAWING AND  
ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects :

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (d) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast drawing.
- (d) Shading.

# **COURSE OF STUDY FOR EVENING SCHOOLS.**

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## **FIRST GRADE.**

### **READING.**

Fourth Reader ; History—Higginson's U. S.; Miscellaneous ; Language Exercises. In alternation.

### **WRITING.**

Book-keeping ; Business Forms ; Correspondence, etc. In alternation.

### **ARITHMETIC.**

Mental Exercises ; Written Exercises ; Business Exercises ; Original Exercises. In alternation.

### **ORAL LESSONS.**

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate ; length, 15 to 20 minutes each evening.

## **FRIDAY EVENINGS.**

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

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**SECOND GRADE.**

**READING.**

**Third or Fourth Reader ; History—Quackenbos' Elementary United States ; Language Exercises. In alternation.**

**WRITING.**

**Copy Book ; Business Forms ; Correspondence. In alternation.**

**ARITHMETIC.**

**Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.**

**ORAL LESSONS.**

**Government—Municipal, State, National.  
Physiology—Structure, Function, Hygiene.  
In alternation.**

**FRIDAY EVENINGS.**

**First Hour.—Drawing.  
Second Hour.—Miscellaneous Reading and Discussion.**

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**THIRD GRADE.**

**READING.**

**Second or Third Reader ; Exercises in Spelling ; Language Exercises. In alternation.**

**WRITING.**

**Copy Book ; Letter Writing. In alternation.**

**ARITHMETIC.**

**Mental Examples ; Written Examples ; Business Examples ;  
Original Examples. In alternation.**

**ORAL LESSONS.**

**Government—City, State.**

**Physiology—Structure, Function, Hygiene.**

**In alternation.**

**FRIDAY EVENINGS.**

**First Hour.—Drawing.**

**Second Hour.—Miscellaneous Reading and Discussion.**

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**UNGRADED CLASS.**

**This class will receive instruction in Reading, Writing,  
Arithmetic, Spelling, Oral Lessons.**

**SCHOOL BOOKS AND STATIONERY.**

100

100

100



## SCHOOL BOOKS AND STATIONERY.

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### PRIMARY SCHOOLS.

*Reading.*—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers ; Monroe's Chart Primer and New Primer ; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers ; Monroe's School Chart ; Appleton's First, Second and Third Readers ; Appleton's Reading Chart ; Swinton's First, First Advanced, Second, Second Advanced and Third Readers ; Collard's Beginners' Reader, Part I ; Unique Reading Chart, Parts I and II ; Goodrich's Child's History of the United States.

*Supplementary Readers.*—Ginn & Co.'s Classics for Children, viz.: Æsop's Fables ; Kingsley's Greek Heroes ; Irving's Sketch Book ; Lamb's Tales from Shakespeare ; Lippincott & Co.'s Bert's Primer of Scientific Knowledge ; Heath & Co.'s Sea Side and Way Side, Parts 1, 2, 3 ; Ivison, Blakeman & Co.'s Readings in Nature's Book ; Seven American Classics ; Book of Tales ; Appleton & Co.'s Johonnot's Natural History Series—5 Books.

*Language.*—Whitney's Elementary English (Knox).

*Spelling.*—Beecher's Primary Normal Speller ; Meleney & Giffin's Selected Words.

*Geography.*—Swinton's Introductory Geography ; Cornell's Outline Maps ; W. A. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 1 ; Giffin's Number Chart ; Gleason's Arithmetical Cards.

*Drawing.*—Walter Smith's Manual of Drawing, Parts I and II, and New Primary ; Smith's Primary Drawing Cards, First and Second Series ; Smith's Drawing Books, Nos. 1, 2, 3 and 4. Drawing models, modeling clay, colored paper.

*Oral Lessons.*—Calkin's Primary Object Lesson's ; Hooker's Child's Book of Nature, Parts I, II and III ; Brown's Manual of Commerce ; Sheldon's Object Lessons.

*Music.*—Jepson's First Music Book.

*Writing.*—Graphic System of Writing.

*Stationary.*—David's, Stafford's Universal and Pomeroy's Inks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ; Teachers' Ink-stands ; Blotters ; Practice Paper for drawing and writing ; Slate Pencils ; Pencil holders ; Crayons ; Slates. 5x7, 6x9, 6½x10 ; Numeral Frames ; Foolscap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometers ; Lead Pencils ; Diamond and Felt Rubber Erasers ; Graphic Scrap Books ; Rubber Hand Stamps.

*Miscellaneous.*—Webster's International and National Dictionaries ; Joslyn's Globes ; Hooker's First Book in Physiology ; Song Garden, No. 2.

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#### GRAMMAR SCHOOLS.

*Reading.*—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers ; Monroe's Third, Third Advanced and Fourth Readers ; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers ; Swinton's Third, Fourth and Fifth Readers ;

**Higginson's** Young Folks' History of the United States ;  
**Quackenbos' Elementary History of the United States.**

Supplementary Readers.

*Language.*—Whitney's Elementary English (Knox); Hyde's  
**P**ractical lessons in use of English, Parts I and II.

*Spelling.*—Metcalf's Spelling and Language Book.

*Geography.*—Swinton's Introductory and Grammar School  
**G**eographies ; Cornell's Outline Maps ; W. A. and A. K.  
**J**ohnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 2 ; Greenleaf's Intel-  
**I**ectual Arithmetic ; Gleason's Arithmetical Cards.

*History.*—Eggleston's United States History.

*Drawing.*—Walter Smith's Manual of Drawing, Parts II and  
**I**II ; Smith's Drawing Books, Nos. 4, 5, 6, 7, 8 and 9 ; Draw-  
**i**ng models, modeling clay ; colored paper.

*Music.*—Song Garden, No. 2 ; Musical Manual for Grammar  
**S**chools.

*Writing.*—Graphic System of Writing ; Meservey's Single-  
**e**ntry Book-keeping.

*Stationery.*—David's Stafford's Universal and Pomeroy's  
**I**nks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos.  
 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ;  
 Teachers' Ink-stands ; Blotters ; Slate Pencils ; Lead Pencils ;  
 Spelling Slates ; Slates, 6x9 and 6½x10 ; Crayons, viz.:  
 Waltham, New York Company's, New York Company's  
 Enameled ; Practice Paper for Writing and Drawing ; Fools-  
 cap and Examination Paper ; Mucilage ; Perfumed Paste ;  
 Thermometers ; 12-inch Rulers ; Graphic Scrap Books ;  
 Rubber Hand Stamps ; Prang's Compasses.

*Miscellaneous.*—Webster's International and National Dic-  
 tionaries ; Fitz's Globes ; Joslyn's Globes ; Hooker's First  
**B**ook in Physiology.

## HIGH SCHOOL.

*Mathematics.*—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thompson's Commercial Arithmetic; Davies' University Algebra; Brooks' Elementary Geometry; Davies' Legendre; Wentworth's Shorter Course Algebra; Wentworth and Hill's Mathematical Problems; Seaver and Walton's Franklin Algebra.

*Latin.*—Allen and Greenough's Grammar; Leighton's Lessons; Arnold's Prose Composition; Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome; Easy Latin Stories; Latin for Sight Reading; Tetlow's Lessons; Harkness' First Year in Latin; Harkness' Grammar; Leighton's History of Rome; Kelsey's Cæsar; Daniell's Latin Prose; Gradatim—Ginn & Co.

*Greek.*—Harkness' First Book; Leighton's Lessons; Goodwin's Grammar; Jones' Prose Composition; Boice's Xenophon's Anabasis; Goodwin's Xenophon's Anabasis; Owen's Homer's Iliad; Boice's Homer's Iliad; Pennell's Ancient Greece; Moss's First Reader; Smith's Smaller History of Greece; Keep's Iliad.

*German.*—Stern's Studien und Plaudereien, Part I; Worman's First Book; Worman's Second Book; Bernhardt's (German) Grammar and Reader; Joynes-Meissner's (German) Reader; Herman Boisen's (German) Prose.

*Natural Science.*—Hooker's Natural History; Dana's Geological Story; Lockyear's Astronomy; Rolfe and Gillett's Hand-book of Natural Philosophy; Steele's Physics; Eliot and Storer's Elementary Chemistry; Walker's Physiology and Hygiene; Tracey's Physiology; Gray's How Plants Grow; Houston's Physical Geography; Avery's Elements of Natural Philosophy.

*Language and Literature.*—Quackenbos' Rhetoric ; Quackenbos' First Lessons in Composition ; Gilmore's Art of Expression ; Backus' Shaw's English Literature ; Hill's Elements of Rhetoric and Composition ; Chittenden's Elements English Composition.

*Miscellaneous.*—Townsend's Civil Government ; Wayland's Political Economy, abridged ; Webster's International and National Dictionaries ; Bryant and Stratton's Common School Book-keeping ; The Triumph ; Anderson's General History ; Carhart's Commercial Law ; Sandy's Book keeping.

*Stationery.*—Same as for grammar schools, and in addition blank books for commercial department.

Drawing Models ; Modeling Clay ; Colored Paper.

#### NORMAL SCHOOL.

*Science.*—Porter's Elements of Intellectual Science ; Wayland Moral Science.

*Reading.*—Cathcart's Literary Reader.

*Music.*—The Triumph ; Jepson's First Music Book.

*Stationery.*—Same as for Grammar Schools.

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INSTRUCTIONS FOR PREPARING CARDS,  
REPORTS, ETC.





## INSTRUCTIONS.

### FOR PREPARING CARDS, REPORTS, ETC.

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Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

#### RULES FOR KEEPING RECORDS.

*First.*—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school ; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

*Second.*—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

*Third.*—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

*Fourth.*—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days ; the absence, however, shall be recorded while the name remains on the roll.

*Fifth.*—Regular pupils, whose names have been enrolled but who are not present on the first day of any subsequent term during that year, shall be marked absent.

*Sixth.*—The number of enrolled pupils, for each month shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

*Seventh.*—The average number of enrolled pupils for a month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days *school* during the month, term or year.

*Eighth.*—The average daily attendance of any class school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

*Ninth.*—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

#### DEPARTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

#### MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will

be excused. A pupil may be *excused* one day in each month for *sickness only*.

*Attendance.*—A pupil, if absent one day from sickness, will be marked 95 per cent. ; if absent one-half day, 97½ per cent. Such absence does not affect his percentage for scholarship or deportment ; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

#### YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

#### HONORARY PROMOTION AND GRADUATION.

"Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged 'Good,' shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certifi-

cate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

"Provided that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than 'Fair,' and—

"Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

"And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as 'Honorary.'

"No scholar shall be eligible to 'honorary graduation' whose 'deportment,' separately averaged, does not average 'good.'"

"All promotions shall be conditioned as follows :

"Any pupil who shall fail to sustain 'Fair' standing in the grade, upon the report of the class teacher to the school Principal, and upon the 'advice' of such Principal, after personal examination of the case, may, with the 'approval' of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs."

STATISTICS.



## CENSUS, 1890.

## SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. of Children.
First..	Roswell Davis . . . . .	2,832
Second . . . . .	John F. Collins. . . . .	2,255
Third. . . . .	Edwin J. Merrill. . . . .	1,450
Fourth . . . . .	Arthur B. McManus. . . . .	2,015
Fifth . . . . .	James Gilsenan. . . . .	1,587
Sixth. . . . .	{ George Koch, Jr. . . . . }	8,759
	{ Adolph Holzner. . . . . }	
Seventh . . . . .	William E. Burtchael. . . . .	2,828
Eighth . . . . .	F. N. Mandeville. . . . .	4,919
Ninth. . . . .	Adam Kraushaar. . . . .	1,380
Tenth . . . . .	Adam Lepert. . . . .	4,755
Eleventh. . . . .	William G. Campbell . . . . .	3,118
Twelfth . . . . .	Timothy Faughnan. . . . .	6,911
Thirteenth. . . . .	{ Edward Bertram. . . . . }	8,929
	{ William Miller. . . . . }	
Fourteenth. . . . .	William C. King. . . . .	1,230
Fifteenth . . . . .	Max Stadelhofer . . . . .	2,559
Total. . . . .		55,527
Enumeration, 1889. . . . .		51,519
Increase . . . . .		4,008

**TABLE A**  
**ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND**  
**SCHOOL FURNITURE.**

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training, (Market St.)	\$15,000	\$18,000	\$33,000
High .....	25,000	48,000	73,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	19,000	29,000
Washington Street.....	15,000	40,000	55,000
Marshall Street.....	10,000	5,375	15,375
Lawrence Street.....	25,000	45,000	70,000
Commerce Street and Colored....	10,000	14,500	24,500
Lafayette Street .....	15,000	35,000	50,000
Newton Street.....	10,000	40,000	50,000
Camden Street.....	4,200	32,000	36,200
Thirteenth Avenue.....	8,500	31,000	39,500
South Tenth Street.....	6,000	21,100	27,100
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Webster Street.....	10,000	25,000	35,000
" Franklin " School.....	15,000	34,000	49,000
Elliot Street.....	5,000	20,000	25,000
Chestnut Street.....	10,000	40,000	50,000
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	28,500	33,500
Walnut Street.....	8,000	7,000	15,000
Houston Street.....	.....	2,000	2,000
South Eighth Street.....	7,000	40,000	47,000
Roseville Avenue.....	4,800	18,000	22,800
North Seventh Street.....	3,000	3,000	6,000
South Market Street.....	8,000	30,000	38,000
Hamburg Place .....	4,900	35,000	39,900
Hawkins Street.....	5,000	31,000	36,000
Morton Street.....	7,000	45,000	52,000
Eighteenth Avenue.....	7,000	40,000	47,000
Monmouth Street.....	6,000	45,000	51,000
Miller Street.....	7,000	35,000	42,000
Elizabeth Avenue.....	2,500	2,000	4,500
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
Site purchased, 1890, 7th Ward..	4,800	.....	4,800
" " " 10th Ward.....	7,200	.. ..	7,200
	\$346,900	\$1,023,475	\$1,370,375



**TABLE B.**  
**SEATING CAPACITY.**

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Normal and Training—Normal Department .....	....	*86	86
Normal and Training—Primary Department .....	....	360	360
High .....	†355	†488	843
High Annex .....	....	†246	246
Burnet Street .....	416	352	768
State Street .....	....	572	572
James Street .....	....	163	163
Washington Street .....	411	260	671
Marshall Street .....	....	292	292
Lawrence Street .....	343	272	615
Commerce Street .....	....	228	228
Colored .....	....	206	206
Lafayette Street .....	278	550	828
Newton Street .....	490	412	902
South Tenth Street .....	†170	740	910
Camden Street .....	....	680	680
Thirteenth Avenue .....	....	540	540
Wickliffe Street Annex .....	....	168	168
Wickliffe Street .....	....	334	334
Summer Avenue .....	392	342	734
Webster Street .....	331	289	620
"Franklin" .....	....	462	462
Elliot Street .....	....	406	406
Chestnut Street .....	394	382	776
Oliver Street .....	478	378	856
South Street .....	....	678	678
Walnut Street .....	....	388	388
Houston Street .....	....	120	120
South Eighth Street .....	414	360	774
Roseville Avenue .....	....	360	360
North Seventh Street .....	....	288	288
South Market Street .....	285	336	621
Hamburg Place .....	†180	660	840
Hawkins Street .....	....	480	480
Clover Street .....	....	92	92
Morton Street .....	394	634	1,028

TABLE B.—Continued.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total
Eighteenth Avenue.....	306	688	994
Monmouth Street.....	..	960	960
Miller Street.....	363	464	827
Elizabeth Avenue .....	..	120	120
Central Avenue....	384	404	788
Lock Street.....	..	236	236
Totals .....	6,029	15,656	21,685

\* Females, no Males. Not included in grand totals.

† 355 in Male department, 734 in Female; total, 1,089. Not included in grand totals.

‡ Intermediate department.

TABLE C.

## REPAIRS.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
<b>N</b> ormal and Training.....	\$96 59	.....	\$524 14
Plumbing..	.....	\$228 98	.....
Repairing roof and leaders.....	.....	41 26	.....
Painting.....	.....	34 00	.....
Flagging .....	.....	123 31	.....
<b>H</b> igh .....	1c 8 87	.....	579 37
Book cases .....	.....	350 00	.....
New water supply.....	.....	120 50	.....
<b>H</b> igh Annex.....	45 81	.....	45 81
<b>B</b> urnet Street.....	303 31	.....	1,083 22
Altering class room.....	.....	350 00	.....
Line fence.....	.....	70 00	.....
Mason work.....	.....	53 62	.....
Repairing roof.....	.....	59 15	.....
Plumbing .....	.....	48 14	.....
Painting.....	.....	199 00	.....
<b>E</b> agles Street.....	6 00	.....	6 00
<b>S</b> tate Street.....	69 80	.....	232 07
Repairing roof and leaders .....	.....	61 27	.....
Painting.....	.....	33 00	.....
Line fence.....	.....	68 00	.....
<b>W</b> ashington Street.....	144 25	.....	433 00
Plumbing.....	.....	94 95	.....
Painting .....	.....	124 00	.....
Gas fitting.....	.....	69 80	.....
<b>M</b> arshall Street.....	62 70	.....	204 90
Flagging .....	.....	87 20	.....
Book case .....	.....	55 00	.....
<b>L</b> awrence Street.....	158 40	.....	841 81
Plumbing.....	.....	205 86	.....
Line fence .....	.....	175 00	.....
Flagging .....	.....	183 55	.....
Painting.....	.....	119 00	.....
<b>C</b> ommerce Street .....	48 93	.....	300 38
New tin roof.....	.....	191 44	.....
Painting roof .....	.....	35 00	.....
Mason work.....	.....	25 01	.....
<b>C</b> olored.....	51 47	.....	51 47

TABLE C—Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whol Amou Expenc
Lafayette Street.....	\$177 89	.....	\$830
Painting.....	.....	\$296 00	.....
Plumbing.....	.....	227 50	.....
Board ceiling.....	.....	79 00	.....
Skylight.....	.....	50 00	.....
Newton Street.....	205 63	.....	598
Plumbing and sewer work.....	.....	150 44	.....
Painting roof.....	.....	52 00	.....
Book cases.....	.....	60 00	.....
Board ceiling.....	.....	50 00	.....
Mason work.....	.....	48 19	.....
Ventilating water closet.....	.....	32 01	.....
South Tenth Street.....	216 21	.....	766
Painting.....	.....	85 03	.....
Nutman block pavement.....	.....	226 90	.....
Mason work.....	.....	77 80	.....
Book cases.....	.....	50 00	.....
Storm shed.....	.....	30 00	.....
Plumbing.....	.....	80 78	.....
Camden Street.....	73 06	.....	284
Painting.....	.....	57 00	.....
Plumbing.....	.....	129 47	.....
Book case.....	.....	25 00	.....
Thirteenth Avenue.....	58 42	.....	118
Painting courts.....	.....	60 00	.....
Wickliffe Street Annex.....	10 25	.....	87
Mason work.....	.....	77 57	.....
Wickliffe Street.....	172 17	.....	392
Tin roof.....	.....	185 64	.....
Painting.....	.....	35 00	.....
Summer Avenue.....	96 29	.....	181
Plumbing.....	.....	70 95	.....
Flagging.....	.....	14 70	.....
Webster Street.....	103 66	.....	204
Board ceiling.....	.....	39 00	.....
Flagging.....	.....	21 87	.....
Mason work.....	.....	20 00	.....
Book case.....	.....	20 00	.....
"Franklin".....	49 60	.....	49
Elliot Street.....	125 42	.....	125
Chestnut Street.....	158 07	.....	401
Painting.....	.....	89 00	.....
Mason work.....	.....	23 37	.....
Repairing roof.....	.....	45 60	.....

TABLE C--Continued

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Line fence.....	.....	\$40 00	.....
Plumbing.....	.....	45 20	.....
Oliver Street.....	\$130 15	.....	\$209 15
Painting.....	.....	79 00	.....
South Street.....	203 24	.....	506 63
Painting.....	.....	216 00	.....
Flagging.....	.....	20 69	.....
Mason work.....	.....	20 83	.....
Plumbing.....	.....	45 87	.....
Walnut Street.....	108 87	.....	426 12
New water supply.....	.....	88 00	.....
Line fence.....	.....	140 00	.....
Plumbing.....	.....	59 25	.....
Painting.....	.....	30 00	.....
Houston Street.....	29 21	.....	29 21
South Eighth Street.....	137 73	.....	257 10
Plumbing.....	.....	53 21	.....
Ventilating water closet.....	.....	32 45	.....
Flagging.....	.....	33 71	.....
Roseville Avenue.....	34 16	.....	108 33
New floors.....	.....	40 00	.....
Plumbing.....	.....	34 17	.....
North Seventh Street.....	61 43	.....	253 61
Painting.....	.....	124 00	.....
Repairing roof.....	.....	68 18	.....
South Market Street.....	222 68	.....	1,241 16
Nutman block pavement.....	.....	237 60	.....
Flagging.....	.....	417 38	.....
New sashes.....	.....	40 00	.....
Line fence.....	.....	90 00	.....
Board ceiling.....	.....	85 00	.....
Plumbing.....	.....	95 75	.....
Painting.....	.....	27 00	.....
Mason work.....	.....	25 75	.....
Hamburg Place.....	188 77	.....	429 03
Painting.....	.....	49 00	.....
Skylight.....	.....	175 00	.....
Flagging.....	.....	16 26	.....
Hawkins Street.....	45 82	.....	151 52
Painting courts.....	.....	50 00	.....
Mason work.....	.....	55 70	.....
Morton Street.....	126 16	.....	891 17
Plumbing.....	.....	167 01	.....
Board ceiling.....	.....	135 00	.....

TABLE C—Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Painting.....	.....	\$463 00	.....
Eighteenth Avenue.. ..	\$86 03	.....	\$364 17
Board ceiling .....	.....	83 00	.....
Mason work.....	.....	35 14	.....
Painting.....	.....	70 00	.....
Line fence. ....	.....	90 00	.....
Eighteenth Avenue Annex.....	2 80	.....	2 80
Monmouth Street.....	59 77	.....	126 38
Stair railing.....	.....	28 75	.....
Plumbing.....	.....	37 86	.....
Miller Street.....	136 73	.....	296 17
Mason work.....	.....	48 91	.....
Altering teachers' room.....	.....	50 00	.....
Plumbing .....	.....	39 91	.....
Painting.....	.....	20 62	.....
Central Avenue.....	112 83	.....	112 83
Lock Street.....	22 99	.....	180 32
Line fence .....	.....	100 00	.....
Mason work.. ..	.....	57 33	.....
Evening Drawing .....	89 54	.....	89 54

**TABLE D.**  
**FURNITURE AND SUPPLIES.**

OL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Training.....	\$201 60	.....	\$611 00
iture.....	.....	\$409 40	.....
.....	67 45	.....	67 45
.....	12 05	.....	12 05
.....	153 09	.....	293 09
iture.....	.....	140 00	.....
.....	8 00	.....	8 00
.....	44 15	.....	44 15
.....	12 42	.....	12 42
Street.....	67 40	.....	497 65
ture.....	.....	430 25	.....
ect.....	30 50	.....	30 50
reet.....	711 75	.....	928 45
iture.....	.....	130 00	.....
s.....	.....	86 70	.....
Street.....	19 08	.....	19 08
.....	50 51	.....	50 51
reet.....	147 50	.....	427 90
ture.....	.....	280 40	.....
et.....	102 47	.....	359 47
ture.....	.....	257 00	.....
Street.....	82 87	.....	82 87
ect.....	58 74	.....	58 74
reet Annex.....	39 41	.....	39 41
reet.....	132 21	.....	530 06
ture.....	.....	397 85	.....
venue.....	32 37	.....	32 37
ect.....	95 91	.....	296 91
ture.....	.....	201 00	.....
.....	74 15	.....	74 15
.....	276 67	.....	319 41
s.....	.....	42 74	.....
reet.....	106 83	.....	252 83
iture.....	.....	146 00	.....
t.....	74 96	.....	214 96
iture.....	.....	140 00	.....
t.....	59 25	.....	59 25
et.....	43 34	.....	43 34
reet.....	31 96	.....	31 96
h Street.....	89 43	.....	89 43

TABLE D—Continued.

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Roseville Avenue.....	\$47 58	.....	\$47 58
North Seventh Street.....	39 93	.....	39 93
South Market Street .....	97 49	.....	387 8
New furniture.....	.....	\$290 40	.....
Hamburg Place .....	44 73	.....	71 79
Wall slates.....	.....	27 06	.....
Hawkins Street.....	36 20	.....	36 20
Clover Street.....	19 66	.....	19 66
Morton Street.....	101 11	.....	355 11
New furniture .....	.....	254 00	.....
Eighteenth Avenue. ....	99 51	.....	288 31
New furniture.....	.....	188 80	.....
Eighteenth Avenue Annex.....	10 50	.....	10 50
Monmouth Street.....	113 22	.....	113 22
Miller Street.....	259 24	.....	259 24
Central Avenue.....	151 02	.....	151 02
Lock Street.....	10 13	.....	10 13
Newton Street Evening.....	6 75	.....	6 75
Webster Street Evening.....	65	.....	65
South Market Street Evening...	40	.....	40
Morton Street Evening.....	2 18	.....	2 18
Evening Drawing.....	22 70	.....	22 70







TABLE E--Continued.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Eighteenth Avenue .....	\$33 45	55 15	\$88 60	55	\$240 50	....	\$240 50
Eighteenth Avenue Annex.....	3 50	....	3 50	..	....	....	....
Monmouth Street.....	20 03	115 54	135 57	75	332 50	\$3 88	336 38
Miller Street.....	52 22	62 23	114 45	45	200 75	....	200 75
Central Avenue.....	30 08	105 60	135 68	47	208 70	....	208 70
Lock Street.....	13 70	....	13 70	30	135 50	1 94	137 44
Evening Drawing .....	10 27	....	10 27	4½	21 31	40	21 71

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Jani- tors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	79	\$5,578 44	\$324 92	\$253 40	\$4,156 76	\$119 56	\$4,276 32	\$4 11	\$5 62
Training Department.....	348	5,149 86	295 10	931 10	6,376 66	717 39	7,093 45	85	18 32
High.....	637	26,816 47	2,017 44	1,405 78	36,239 69	470 50	37,710 19	3 17	47 47
High Annex.....	161	4,186 37	22 34	1,329 69	5,532 40	.....	5,532 40	14	34 36
Burnet Street Grammar.....	358	7,007 92	315 23	882 81	8,205 96	158 04	8,364 00	88	22 62
Burnet Street Primary.....	328	4,624 19	137 26	662 00	5,423 45	948 24	6,371 69	42	16 53
Eagles Street Primary.....	45	441 19	13 36	116 30	570 85	.....	570 85	30	12 69
State Street Primary.....	487	6,895 37	177 24	1,006 43	8,009 04	162 27	8,171 31	36	16 45
James Street Industrial.....	137	1,897 36	47 52	531 27	2,476 15	.....	2,476 15	35	18 07
Washington Street Grammar.....	311	7,655 38	490 41	967 45	9,113 24	555 53	9,668 77	1 58	29 30
Washington Street Primary.....	208	2,868 25	172 97	407 07	3,478 29	246 90	3,725 19	83	16 72
Marshall Street Primary.....	229	3,377 88	130 58	626 48	4,134 94	142 20	4,277 14	57	18 06
Lawrence Street Grammar.....	281	5,237 02	311 70	987 56	6,536 28	450 06	6,986 34	1 11	23 26
Lawrence Street Primary.....	210	4,041 94	210 27	936 02	5,189 13	450 05	5,639 18	1 00	24 71
Commerce Street Primary.....	208	3,445 49	20 61	622 04	4,167 14	251 45	4,418 59	14	20 03
Colored.....	167	3,177 44	221 93	477 56	3,876 93	.....	3,876 93	1 33	23 22
Lafayette Street Grammar.....	231	4,411 62	437 21	517 54	5,366 37	310 97	5,677 34	1 89	23 23
Lafayette Street Primary.....	470	7,666 62	276 06	1,034 97	9,007 65	621 93	9,629 58	59	19 17
Newton Street Grammar.....	436	7,595 23	393 34	909 57	8,898 14	382 14	9,280 28	90	20 41
Newton Street Primary.....	391	5,865 92	122 34	636 60	6,624 86	267 50	6,892 36	31	16 94
South Tenth St. Intermediate.....	117	2,530 53	259 10	267 01	3,048 54	158 41	3,206 95	2 14	26 04
South Tenth Street Primary.....	622	8,062 23	242 39	1,071 59	9,376 12	633 65	10,009 77	36	15 07
Camden Street Primary.....	632	8,270 87	402 78	1,283 35	9,957 00	211 47	10,168 47	34	15 75
Thirteenth Avenue Primary.....	518	5,832 66	331 66	984 44	7,148 10	60 00	7,208 10	49	13 86

Wickliffe St. (Annex) Primary.....	120	1,075	55	10	43	051	45	4,100	41	77	57	8,441	80	37	18	72
Summer Avenue Grammar.....	306	4,364	00	219	10	048	70	5,537	07	21	45	0,180	40	08	18	72
Summer Avenue Grammar.....	407	7,781	00	308	00	048	05	8,587	07	30	70	0,180	40	08	18	72
Webster Avenue Grammar.....	275	3,647	40	083	30	505	10	4,354	40	150	04	2,104	00	38	15	38
Webster Street Grammar.....	282	4,181	40	083	30	505	10	4,354	40	150	04	2,104	00	38	15	38
Franklin Primary.....	284	5,744	34	114	81	018	81	6,477	00	130	18	7,770	74	00	19	10
Elliot Street Primary.....	434	5,949	25	114	81	100	84	7,450	40	130	18	7,770	74	00	19	10
Elliot Street Grammar.....	287	4,446	87	070	53	1,030	80	5,755	00	1,400	00	0,380	16	100	31	06
Chestnut Street Grammar.....	286	7,077	00	401	54	743	00	8,149	00	467	50	0,380	16	100	31	06
Chestnut Street Primary.....	284	4,816	74	170	60	010	84	5,067	18	181	01	8,788	70	100	10	74
Oliver Street Grammar.....	404	7,790	14	370	37	770	71	0,080	48	131	40	0,040	80	100	08	50
Oliver Street Primary.....	305	4,316	84	237	87	510	80	5,074	81	87	00	8,108	11	78	10	64
South Street Primary.....	401	6,721	71	311	08	1,000	02	8,032	81	375	71	8,011	80	78	00	53
Walnut Street Primary.....	309	5,912	87	174	30	043	81	7,030	08	375	71	7,426	00	47	10	05
Houston Street Primary.....	118	1,304	60	39	11	472	25	1,816	02	47	16	1,803	18	33	15	30
South Eighth St. Grammar.....	351	7,031	47	442	46	772	10	8,246	20	154	01	8,308	30	100	03	40
South Eighth St. Primary.....	352	3,926	70	152	87	570	17	4,658	74	114	00	4,772	74	43	13	04
Roseville Avenue Primary.....	335	4,424	64	133	37	768	70	5,326	70	74	17	5,400	87	40	15	04
North Seventh Street Primary.....	103	2,840	03	191	73	018	23	3,640	90	102	18	3,842	17	18	22	30
South Market St. Grammar.....	215	5,312	00	405	06	661	70	6,379	72	697	35	7,077	07	180	20	07
South Market St. Primary.....	376	4,276	01	100	71	661	70	5,120	01	697	35	5,826	37	51	13	04
Hamburg Place Intermediate.....	132	2,484	10	197	70	271	55	2,953	35	93	82	3,047	17	150	22	37
Hamburg Place Primary.....	651	7,562	07	323	01	995	50	8,881	18	344	01	9,225	10	40	13	04
Hawkins Street Primary.....	251	3,795	84	272	60	602	36	4,030	80	134	42	5,005	22	100	10	04
Clover Street Industrial.....	94	1,604	86	36	05	133	61	1,265	42	.....	.....	1,265	42	39	13	06
Morton Street Grammar.....	321	5,903	72	553	20	560	07	7,019	05	375	42	7,395	37	172	21	87
Morton Street Primary.....	641	8,146	01	224	80	661	60	9,313	40	641	50	9,070	90	35	14	56
Eighteenth Avenue Grammar.....	197	4,489	40	789	51	370	20	5,058	20	153	50	5,811	70	40	08	72
Eighteenth Avenue Primary.....	639	8,000	10	233	97	910	00	9,153	16	368	53	9,521	60	37	14	32
Eighteenth Ave. (Annex) Primary.....	110	570	01	118	18	265	80	8,068	80	.....	.....	8,068	80	1	7	10
Monmouth Street Primary.....	776	10,204	65	344	43	1,201	60	11,840	72	182	15	12,022	92	44	15	26
Miller Street Grammar.....	230	5,660	54	706	87	502	75	6,980	16	88	67	7,048	61	400	20	12
Miller Street Primary.....	455	5,396	04	227	48	837	81	6,461	93	133	00	6,504	93	50	14	20
Central Avenue Grammar.....	321	5,073	55	394	93	625	80	6,004	37	52	80	6,747	17	183	20	05
Central Avenue Primary.....	391	4,833	84	458	61	673	88	5,066	33	52	80	6,019	13	117	15	06
Lock Street Primary.....	213	2,690	11	92	89	628	55	3,411	55	157	33	3,568	88	44	16	02
Advanced Evening.....	65	400	50	227	15	75	66	703	31	.....	.....	703	31	349	10	82
Lafayette Street Evening.....	280	1,949	00	123	95	347	26	2,380	21	.....	.....	2,380	21	43	8	24

TABLE F--Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall States; Heating Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Newton Street Evening.....	216	\$1,546 37	\$43 69	\$229 74	\$1,819 08	.....	\$1,819 08	02	\$8 43
Webster Street Evening.....	215	1,477 76	82 68	231 37	1,791 81	.....	1,791 81	38	8 33
South Market Street Evening.....	336	1,949 00	122 12	201 98	2,363 10	.....	2,363 10	36	7 03
Morton Street Evening.....	309	2,031 04	53 20	341 11	2,425 35	.....	2,425 35	17	7 85
Central Avenue Evening.....	215	1,434 63	50 16	178 60	1,663 39	.....	1,663 39	23	7 74
Evening Drawing.....	329	1,647 25	44 76	1,223 78	2,915 79	.....	2,915 79	14	8 88
Newton Street Summer.....	453	449 06	8 48	27 00	484 54	.....	484 54	2	1 07
Wickliffe Street Summer.....	169	194 05	4 42	12 00	210 47	.....	210 47	3	1 25
Webster Street Summer.....	185	151 19	7 00	9 00	167 19	.....	167 19	4	90
South Street Summer.....	153	144 06	15 65	9 00	168 71	.....	168 71	10	1 10
Hamburg Place Summer.....	413	364 49	3 48	21 00	388 97	.....	383 97	1	94
Morton Street Summer.....	549	536 93	7 14	33 00	577 07	.....	577 07	1	69

Annual cost per pupil in Normal and Training School, Normal Department, \$52 62; in High School, \$47 47; in High School Annex, \$34 36; in Grammar Schools, \$24 18; in Intermediate Schools, \$24 10; in Primary Schools, \$16 57; in Industrial Schools, \$16 20; in Colored School, \$13 22; in the Day Schools, \$18 64; in the Evening Schools, \$8 14; in the Summer Schools, \$1 09.

NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of reg- istered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet- ween 18 years of age or rolled during year.	No. who have attend- ed 10 months or more during year.	No. who have attend- ed 8 months, but be- low 10.	No. who have attend- ed 6 months, but be- low 8.	No. who have attend- ed 4 months, but be- low 6.	No. who have attend- ed less than 4 months.	No. who have been per- cent every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardiness during year.	No. of different days in school.	No. suspended or expelled during year.	No. of visits by Superintendent.	No. of visits by Committee.	
Normal and Training —																							
Normal Department		1	2	.....	85	85	79	72	10	*28	3	5	64	11	2	3	3	3	30	2	...	83	84
High		8	12	361	379	740	617	581	10	704	60	460	71	42	107	55	47	217	16	2	53	23	
High Annex		5	.....	103	168	161	145	10	167	18	18	100	19	14	27	8	8	54	4	.....	23	12	
Total in High School		8	17	361	547	903	768	726	10	1871	78	560	90	56	134	63	55	271	20	2	76	35	
GRAMMAR SCHOOLS.																							
Burnet Street		1	8	179	223	402	358	337	10	462	26	272	43	22	39	22	28	8	8	25	17		
Washington Street		1	10	171	217	388	311	281	10	368	7	251	49	24	57	7	7	44	10	3	26	48	
Lawrence Street		1	7	155	171	326	251	256	10	326	22	184	46	45	49	13	13	57	7	1	32	18	
Lafayette Street		1	5	112	166	278	231	209	10	278	70	89	48	22	49	11	11	47	5	...	14	18	
Newton Street		1	10	270	352	522	436	405	10	522	29	306	67	37	83	37	32	31	10	3	23	10	
Nummer Avenue		1	9	203	271	474	407	376	10	474	16	284	79	36	59	16	15	11	9	...	13	12	
Webster Street		1	5	134	174	308	262	240	10	308	26	155	58	26	43	6	6	43	5	2	23	6	
Chestnut Street		1	9	176	184	360	286	269	10	360	13	210	51	41	45	13	11	36	9	...	25	6	
Oliver Street		1	8	236	247	483	404	360	10	483	22	245	84	51	81	17	17	9	9	...	12	6	
South Eighth Street		1	6	142	121	263	215	196	10	263	17	236	63	28	74	17	17	105	8	1	11	14	
Morton Street		1	6	195	181	376	321	296	10	376	17	220	40	27	63	17	16	17	7	3	22	36	
Eighth Avenue		1	5	115	127	222	197	179	10	247	6	120	34	30	52	6	6	14	5	1	13	18	
Miller Street		1	6	140	131	249	239	213	10	279	11	149	64	12	43	11	10	94	6	4	19	50	
Central Avenue		1	7	174	207	381	321	290	10	381	20	204	56	41	60	20	20	171	7	1	13	3	
Total in Grammar Schools		16	110	2,617	2,883	5,500	4,620	4,227	10	5,510	445	2,667	811	451	826	224	213	783	111	28	280	262	
So. Tenth St. Intermediate Hamburg Place		1	3	69	72	141	117	109	10	141	10	76	23	15	33	10	10	9	3	...	12	6	
Total in Grammar Grades		18	116	2,762	3,048	5,810	4,869	4,456	10	5,810	476	3,115	854	489	876	238	227	795	117	28	296	293	

TABLE G--Continued.

[illegible]



# TABLE G-Continued.

NAME AND GRADE OF SCHOOL.		No of male teachers.	No of female teachers.	No. of male pupils.	No. of female pupils.	Whole No of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open.	No. of children bet 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by Superintendent.	No. of visits by missionaries.	
James Street Industrial.....		3	122	119	241	137	108	10	241	13	33	35	34	126	219	185	4,311	271	4	5	7		
Lower Street Industrial.....		2	62	73	135	94	84	10	135	1	52	22	20	40	1	.....	.....	.....	9	2	0	12	
<b>Total in Primary Grades</b>		<b>5</b>	<b>184</b>	<b>192</b>	<b>376</b>	<b>231</b>	<b>192</b>	<b>20</b>	<b>376</b>	<b>14</b>	<b>85</b>	<b>57</b>	<b>54</b>	<b>166</b>	<b>219</b>	<b>185</b>	<b>4,311</b>	<b>271</b>	<b>4</b>	<b>5</b>	<b>7</b>		
<b>Colored.....</b>		<b>1</b>	<b>3</b>	<b>120</b>	<b>114</b>	<b>234</b>	<b>167</b>	<b>134</b>	<b>10</b>	<b>234</b>	<b>65</b>	<b>40</b>	<b>35</b>	<b>33</b>	<b>61</b>	<b>14</b>	<b>3</b>	<b>650</b>	<b>8</b>	<b>2</b>	<b>7</b>		
<b>Total in Day Schools.....</b>		<b>33</b>	<b>407</b>	<b>12,421</b>	<b>12,716</b>	<b>25,137</b>	<b>19,346</b>	<b>17,095</b>	<b>10</b>	<b>25,043</b>	<b>1,255</b>	<b>10,686</b>	<b>4,277</b>	<b>2,896</b>	<b>6,023</b>	<b>537</b>	<b>473</b>	<b>6,057</b>	<b>412</b>	<b>90</b>	<b>1018</b>	<b>940</b>	
<b>EVENING SCHOOLS</b>																							
Lafayette Street.....		3	7	370	94	464	289	223	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	6	3	4
Newton Street.....		5	3	285	51	336	216	177	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	4	6
Webster Street.....		4	5	249	105	354	215	154	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	2	6
South Market Street.....		5	6	383	122	505	336	256	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	3	3	4
Morton Street.....		5	8	388	100	488	309	216	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	6	8	9
Central Avenue.....		4	8	388	100	488	309	216	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	6	8	9
Evening Drawing.....		6	3	280	111	391	215	166	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	13	2	2
Evening Drawing.....		6	.....	612	.....	612	329	267	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	10	3
<b>Total in Evening Schools</b>		<b>33</b>	<b>32</b>	<b>2,564</b>	<b>581</b>	<b>3,145</b>	<b>1,909</b>	<b>1,440</b>	<b>5</b>	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	<b>62</b>	<b>28</b>	<b>30</b>	<b>34</b>

\* In Normal and Training School, Normal Department, over 18, 57. † In High School over 18, 37. ‡ In Day Schools over 18, 94.

**TABLE G—Continued.**

NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 6 months, but less than 10	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardy- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
PRIMARY SCHOOLS.																				
Normal and Training—																				
Training Department.																				
Burnet Street.		9	236	470	509	349	307	10	506	01	195	07	183	01	10	272	9	—	42	
Eagles Street.		1	204	207	411	358	300	10	411	6	223	19	77	01	6	16	6	5	8	42
State Street.		11	267	287	554	457	418	10	554	00	196	71	138	99	9	47	10	4	34	42
Washington Street.		4	137	121	258	184	10	258	3	121	55	48	3	9	53	4	4	34	42	
Marshall Street.		5	174	172	346	229	216	10	346	6	119	56	112	6	6	82	5	4	34	42
Lawrence Street.		5	139	138	277	210	185	10	277	1	125	44	72	1	1	44	5	4	34	42
Commerce Street.		5	164	137	301	171	10	301	1	93	42	101	1	1	58	5	1	34	42	
Lafayette Street.		10	324	335	649	470	410	10	649	26	253	112	178	11	11	52	10	1	14	12
Newton Street.		7	247	207	514	394	349	10	514	4	228	18	143	4	2	42	12	2	12	01
South Tenth Street.		12	409	407	816	622	559	10	816	4	372	153	184	4	4	40	12	2	12	01
Clenden Street.		1	438	390	828	632	559	10	828	10	370	142	213	10	10	4	12	2	12	01
Thirteenth Avenue.		1	329	332	661	518	456	10	661	11	321	121	141	11	11	20	9	15	7	0
Tricklee Street Annex		3	114	110	224	180	102	8	224	1	32	148	8	4	484	3	10	15	7	0
Wickliffe Street.		7	210	196	406	255	10	406	8	156	68	119	8	4	484	3	10	15	7	0
Summer Avenue.		5	197	103	275	240	10	366	3	149	90	45	73	3	80	3	13	23	01	01
Wesley Street.		7	189	188	377	284	245	10	377	16	136	77	41	107	4	4	7	23	01	01
Franklin		1	303	294	597	434	309	10	597	8	173	143	100	173	8	7	10	21	01	01
Ballot Street.		7	173	157	330	267	231	10	330	19	165	46	63	4	2	199	6	10	21	01
Chestnut Street.		7	197	194	391	284	260	10	391	5	159	65	106	5	4	38	7	10	21	01
Oliver Street.		9	208	213	431	305	259	10	431	3	159	65	106	5	4	38	7	10	21	01
South Street.		9	274	300	574	401	342	10	574	2	192	101	79	200	2	2	9	13	25	0
Walnut Street.		9	288	238	481	369	320	10	481	21	160	101	79	200	2	2	9	13	25	0
Conkling Street.		2	88	65	118	106	10	150	4	68	23	39	3	3	145	9	5	6	16	0
South Eighth Street.		6	221	218	489	359	298	10	489	4	155	117	61	152	4	3	303	2	14	14
Kosceville Avenue.		7	187	248	435	335	293	10	435	7	183	95	56	94	7	1	212	4	9	9
North Tenth Street.		6	127	217	244	133	138	10	244	3	64	53	27	97	3	6	4	4	9	9
South Market Street.		6	252	250	568	376	322	10	568	173	79	55	149	6	4	248	5	1	9	9
Hawking Place.		5	419	413	852	651	725	10	852	78	318	115	210	17	17	5	11	4	4	4
Hawking Street.		11	419	413	852	651	725	10	852	78	318	115	210	17	17	5	11	4	4	4
Morton Street.		5	383	442	821	651	725	10	821	4	136	59	41	105	4	3	244	5	7	4
Eighteenth Avenue.		12	378	442	821	651	725	10	821	4	136	59	41	105	4	3	244	5	7	4
Eighteenth Avenue Annex		12	378	442	821	651	725	10	821	4	136	59	41	105	4	3	244	5	7	4
Nineteenth Avenue		12	378	442	821	651	725	10	821	4	136	59	41	105	4	3	244	5	7	4
Nineteenth Avenue Annex		12	378	442	821	651	725	10	821	4	136	59	41	105	4	3	244	5	7	4

# TABLE G-Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils.		No. of female pupils.		Whole No. of pupils.		Average number of reg- istered pupils.		Average daily attend- ance for year.		No. of months school has been kept open during year.		No. of children bet 5 and 18 years of age enrolled during year.		No. who have attended 10 months or more during year.		No. who have attended 8 months, but less than 10.		No. who have attended 6 months, but less than 8.		No. who have attended 4 months, but less than 6.		No. who have attended less than 4 months.		No. who have been present every school day during year.		No. who have not been absent or tardy dur- ing year.		No. of cases of tardine- ss during year.		No. of different class- es in school.		No. suspended or expelled during year.		No. of visits by Superintendent.		No. of visits by Commissioners.	
	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardine- ss during year.	No. of different class- es in school.	No. suspended or expelled during year.	No. of visits by Superintendent.	No. of visits by Commissioners.																					
James Street Industrial.....	3	3	122	119	241	137	108	10	241	13	33	35	34	126	219	185	4,311	265	58	556	577																					
Lower Street Industrial.....	2	2	62	73	135	94	84	10	135	1	52	22	20	40	1	.....	271	4	.....	5	7																					
<b>Total in Primary Grades.</b>	<b>5</b>	<b>269</b>	<b>9,178</b>	<b>8,922</b>	<b>18,100</b>	<b>13,433</b>	<b>11,707</b>	<b>10</b>	<b>18,100</b>	<b>633</b>	<b>6,976</b>	<b>3,234</b>	<b>2,307</b>	<b>4,950</b>	<b>219</b>	<b>185</b>	<b>4,311</b>	<b>265</b>	<b>58</b>	<b>556</b>	<b>577</b>																					
Colored.....	1	3	120	114	234	167	134	10	234	65	40	35	33	61	14	3	650	8	2	7	11																					
<b>Total in Day Schools.....</b>	<b>33</b>	<b>407</b>	<b>12,421</b>	<b>12,716</b>	<b>25,137</b>	<b>19,346</b>	<b>17,095</b>	<b>10</b>	<b>25,043</b>	<b>1,255</b>	<b>10,686</b>	<b>4,277</b>	<b>2,896</b>	<b>6,023</b>	<b>537</b>	<b>473</b>	<b>6,057</b>	<b>412</b>	<b>90</b>	<b>1018</b>	<b>940</b>																					
EVENING SCHOOLS.																																										
Lafayette Street.....	3	7	370	94	464	289	223	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	6	3																					
Newton Street.....	5	3	282	51	333	216	177	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
Webster Street.....	4	5	249	105	354	215	154	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
South Market Street.....	5	6	383	122	505	336	256	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
Morton Street.....	4	8	388	100	488	309	216	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
Central Avenue.....	6	3	280	111	391	215	166	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
Evening Drawing.....	6	.....	612	.....	612	329	267	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																					
<b>Total in Evening Schools.</b>	<b>33</b>	<b>32</b>	<b>2,564</b>	<b>581</b>	<b>3,145</b>	<b>1,909</b>	<b>1,410</b>	<b>5</b>	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	<b>62</b>	<b>28</b>	<b>30</b>																					

\* In Normal and Training School, Normal Department, over 18, 57. † In High School over 18, 37. ‡ In Day Schools over 18, 94.

1

**RULES.**



1

# RULES

OF THE

## BOARD OF EDUCATION.

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### ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

### MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

#### DUTIES OF PRESIDENT.

5. The President, or in his absence, a President pro tem., shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

#### DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the



proceedings ; notify the chairman of every special committee, stating the duties assigned and the names of his associates ; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board ; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each ; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County ; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock ; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

#### DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction ; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require ; and his compensation shall be as the Board may prescribe.

## DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible ; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals ; keep full and accurate statistics of the schools in a suitable book ; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

## DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committee named may require ; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision ; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

## STANDING COMMITTEES.

**10.** The standing committees for the year shall be as follows :

- 1.** Committee on Finance, seven members.
- 2.** Committee on Accounts, three members.
- 3.** Committee on School Houses, seven members.
- 4.** Committee on Repairs, five members.
- 5.** Committee on Heating, five members.
- 6.** Committee on Teachers, seven members.
- 7.** Committee on Normal and Training School, five members.
- 8.** Committee on High School, five members.
- 9.** Committee on Evening Schools, five members.
- 10.** Committee on Colored School, five members.
- 11.** Committee on Industrial Schools, three members.
- 12.** Committee on Text Books, Course of Study and Examinations, seven members.
- 13.** Committee on School Furniture and Supplies, three members.
- 14.** Committee on Sanitary Regulations, three members.
- 15.** Committee on Rules and Legislation, five members.

**11.** THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations ; supervise and examine the accounts of receipts and

disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and re-apportion the allotment to the several branches of expenditure, and report the same to the Board ; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings ; recommend appropriate sites for school houses ; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs ; shall visit and

examine the school houses, and report to the Board at the regular meeting in May, the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed in the office of the City Superintendent for

the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall also direct, and, with the Superin-

tendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of the pupils and teachers.

21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools, and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age, in each district, who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age employed in factories, contrary to law, and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

#### RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.



The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President, or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,  
 To lie on the table,  
 The previous question,  
 To commit,  
 To postpone indefinitely,  
 To postpone to a time certain,  
 To amend,

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question shall be decided without debate.

29. The previous question may be demanded by a third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority at a meeting later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board so far as applicable, and a motion for the committee to rise may be made by any member at any time.

3. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice Legislative Assemblies" shall be accepted as authority.

#### AMENDMENTS.

4. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.



REGULATIONS.



# REGULATIONS

FOR THE

## GOVERNMENT OF THE SCHOOLS.

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### I.—SYSTEM AND GRADE.

#### 1. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows :

Primary,  
Grammar,  
High,  
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

#### PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

#### GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing and such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High



School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The colored school, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may, at their discretion, re-admit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus

engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

## 2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,  
Evening Schools,  
Industrial Schools,  
Colored Schools.

## INTERMEDIATE SCHOOL.

The Intermediate schools shall consist of the primary grades, together with the third and fourth grades *gram*.

mar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

#### EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

#### INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

#### COLORED SCHOOLS.

The Colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

## II.—TERMS AND VACATIONS.

### I. TERMS.

The school year shall commence on the second Monday in September and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

### 2. VACATIONS.

The vacations shall be from Christmas to New Year's Day, inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the school be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

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## III.—SESSIONS.

### I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday, inclusive; and there shall be two sessions daily; a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school room, near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistant of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 a. m., with the usual recess, and an afternoon session from 1.15 to 3.30 p. m.

## 2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

## 3. INDUSTRIAL SCHOOLS. •

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

## 4. SINGLE SESSIONS.

Upon extremely stormy days, the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

## 5. EVENING SCHOOLS. •

The Evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday, inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

#### IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

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#### V.—PUPILS.

##### I. ADMISSION.

(a) *Sanitary Condition.*—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and re-admitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

##### 1. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive the written approval of a

Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

### 3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

### 4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7-30 p. m.

### 5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the

parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence.

(b) *Suspension*.—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

#### 6. INSTRUCTION.

(a) *School-room*.—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may in his discretion order in any school or class.

(b) *Preparation of lessons out of school*.—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

#### 7. DISCIPLINE.

(a) *Detention*.—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal punishment*.—Corporal punishment may be inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such



punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension*.—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

#### 8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

#### 9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

## 11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

## 12. EXAMINATIONS.

(a) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual.*—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

## 13. BOOKS AND STATIONERY.

(a) *Supply.*—Books, Stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

## VI.—TEACHERS.

### 1. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,  
Vice-Principals,  
Head Assistants,  
First Assistants,  
Assistants.

### 2. RELATIONS AND DUTIES.

#### PRINCIPALS.

a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection, school records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and class rooms and see that the same, and the furniture and apparatus are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers and classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book

other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

#### VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

#### ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

### 3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing -

### 4. ATTENDANCE.

(a) *Hours.*—All teachers shall be in attendance at their stations or class rooms, and prepared for duty fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register.*—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission," the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness.*—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for instruction.*—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

## 5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absences*.—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(e) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall

count as one-half day's absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements*.—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations*.—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

#### 6. SUBSTITUTES.

(*a*) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay*.—The pay of substitutes shall be, in the High School, \$1.50 per day; in the grammar classes, \$1.25; and in the primary classes, \$1.00 per day for females; for males in either school, \$3.00 per day, and in the evening school, \$1.00 per session for both males and females.

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#### VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.



Also, a Teachers' Institute shall be held at the same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

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## VIII.—BUILDINGS.

### 1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

### 2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

### 3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

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## IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows :

## GRAMMAR SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence to Halsey st.; thence to Warren st.; thence to High st.; thence to Sussex ave. thence to Boyden st.; thence to Eighth ave.; thence to Broad st.; thence to Clay st.; thence to the river.

## WASHINGTON STREET.

The Washington street grammar school district shall be that district embraced within the following boundaries: Commencing at Broad st. along Market st.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

## LAWRENCE STREET.

The Lawrence street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence both sides West Park st. to Halsey st.; thence both sides Halsey st. to Warren st.; thence to High st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to the river.

## LAFAYETTE STREET.

The Lafayette street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along N. J. R. R. ave. to Walnut

st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence both sides to the river.

#### NEWTON STREET.

##### *For First and Second Grade Grammar Classes.*

The Newton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Springfield ave. to city line; thence along city line to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

##### *For Third and Fourth Grade Grammar Classes.*

Commencing at High st. along Springfield ave. to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

#### SOUTH TENTH STREET INTERMEDIATE.

The South Tenth street intermediate school district shall be that district embraced by the following boundaries: Commencing at Littleton ave. along Springfield ave. to city line; thence to South Orange ave.; thence to Littleton ave.; thence to Springfield ave.

#### SUMMER AVENUE.

The Summer avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Fourth ave. to Bloomfield ave.; thence to Canal; thence along Canal to First ave.; thence to city line; thence along city line to the river.

## WEBSTER STREET.

The Webster street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Clay st. to Broad st. thence to Eighth ave.; thence to Clinton ave.; thence to M. & E. R. R. ave.; thence to the canal; thence along canal to Bloomfield ave.; thence to Fourth ave. thence to the river.

## CHESTNUT STREET.

The Chestnut street grammar school district shall be that district embraced by the following boundaries: Commencing at N. J. R. R. ave. along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave. thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st. thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to Wright st.

## OLIVER STREET.

The Oliver street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay thence along bay to N. J. R. R.

## SOUTH EIGHTH STREET.

The South Eighth street grammar school district shall be that district embraced by the following boundaries: From city line along South Orange ave. to Littleton ave. thence to Bank st.; thence to Morris ave.; thence to the canal; thence along canal to First ave.; thence to city line; thence along city line to South Orange ave.

## SOUTH MARKET STREET.

*For First and Second Grade Grammar Classes.*

The South Market street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Jackson st. to Lafayette st.; thence to Van Buren st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

*For Third and Fourth Grade Grammar Classes.*

Commencing at the river along Jackson st. to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to ave. L; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

## HAMBURG PLACE INTERMEDIATE.

The Hamburg place intermediate school district shall be that district embraced by the following boundaries: Commencing at Jackson st. along the N. & N. Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to ave. L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence to N. & N. Y. R. R.

## MORTON STREET.

The Morton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Waverly place to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to High st.; thence to Waverly place.

## EIGHTEENTH AVENUE.

The Eighteenth avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the city line along Chadwick ave. & Avon ave.; thence along Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to the city line.

## MILLER STREET.

The Miller street grammar school district shall be that district embraced by the following boundaries: Commencing at city line along N. J. R. R. to Wright st. thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave. thence to Chadwick ave.; thence to city line; thence along city line to N. J. R. R.

## CENTRAL AVENUE.

The Central avenue grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Bank st. to Morris ave.; thence to the canal; thence along canal to M. & E. R. R. ave. thence to Clifton ave.; thence to Eighth ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st. thence to Bank st.

## PRIMARY SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street primary school district shall be that district embraced within the following boundaries: Com

mening at the river along Bridge st., to Broad st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to New st.; thence to Broad st.; thence to Rector st.; thence to the river.

#### STATE STREET.

The State street primary school district shall be that district embraced within the following boundaries: Commencing at the river, both sides of Bridge st. to Broad st.; thence both sides to M. & E. R. R. ave.; thence both sides to Clifton ave.; thence both sides to Seventh ave.; thence both sides to Belleville ave.; thence both sides to Clay st.; thence both sides to the river.

#### NORMAL AND TRAINING.

##### *Training Department.*

The primary school district of the Training Department of the Normal and Training School shall be comprised within the following boundaries: From Washington st. along Market st., to Springfield ave.; thence to High st.; thence to William st.; thence to Springfield ave.; thence to Howard st.; thence to Bank st.; thence to High st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.

#### WASHINGTON STREET.

The Washington street primary school district shall be embraced within the following boundaries: Commencing at Broad st. along Market st., to Springfield ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

## LAWRENCE STREET.

The Lawrence street primary school district shall be that district embraced within the following boundaries: Commencing at Rector st., from the river to Broad st. thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.; thence to Broad st.; thence to Fair st. thence to Oak st.; thence to E. Fair st.; thence to N. R. R. ave.; and thence to the river.

## LAFAYETTE STREET.

The Lafayette street primary school district shall be that district embraced within the following boundaries: From the river along N. J. R. R. ave., to Walnut st. thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st. and thence both sides of Jackson st. to the river.

## NEWTON STREET.

The Newton street primary school district shall be that district comprised within the following boundaries: From Springfield ave. along Howard st. to S. Orange ave.; thence to Hunterdon st.; thence to Springfield ave.; and thence to Howard st.

## SOUTH TENTH STREET.

The South Tenth street primary school district shall be that district comprised within the following boundaries: From the city line along S. Orange ave.; to South Seventh st.; thence to Springfield ave.; thence in an imaginary line drawn from the junction of S. Seventh st. and Springfield ave. to the head of Brenner st.; thence following line of Woodland cemetery to S. Tenth st. and thence south to city line.



#### CAMDEN STREET.

The Camden street primary school district shall be that district embraced within the following boundaries: Commencing at the city line along S. Tenth st. to Woodland cemetery; thence following line of cemetery to head of Brenner st.; thence in an imaginary line to junction of S. Seventh st. and Springfield ave.; thence along S. Seventh st. to S. Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to Hunterdon st.; thence to Springfield ave.; thence to Bergen st.; thence to Avon ave.; thence to Chadwick ave.; and thence south to the city line.

#### THIRTEENTH AVENUE.

The Thirteenth avenue primary school district shall be that district embraced within the following boundaries: From S. Orange ave. along Howard st. to Bank st.; thence to Hunterdon st.; thence to S. Orange ave.; and thence to Howard st.

#### WICKLIFFE STREET.

The Wickliffe street primary school district shall be that district embraced within the following boundaries: From High st. along Warren st. to Wallace place; thence to Morris ave.; thence to Bank st.; thence to High st.; and thence to Warren st.

#### SUMMER AVENUE.

The Summer avenue primary school district shall be that district embraced within the following boundaries: Commencing at the river along Fourth ave. to Bloomfield ave.; thence to the Morris Canal; thence along the canal to Abington ave.; and thence to the river.

## WEBSTER STREET.

The Webster street primary school district shall be that district embraced within the following boundaries: Commencing at the river along Clay st. to Broad st.; thence to Belleville ave.; thence to Seventh ave.; thence to Summer ave.; thence both sides of Summer ave.; and thence east to the river.

## FRANKLIN.

The Franklin primary school district shall be that district embraced within the following boundaries: From junction of Bloomfield ave. and Aqueduct st. along Bloomfield ave. to Fourth ave.; thence to Summer ave.; thence to Seventh ave.; thence to Clifton ave.; thence to M. & E. R. R. ave.; thence to Aqueduct st.; and thence to Bloomfield ave.

## ELLIOT STREET.

The Elliot street primary school district shall be that district embraced within the following boundaries: From the river along Abington ave. to the Morris Canal; thence to the Old Bloomfield road; thence to city line; and thence along city line to the river.

## CHESTNUT STREET.

The Chestnut street primary school district shall be that district embraced within the following boundaries: Commencing at N. J. R. R. ave. along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to E. Fair st.; thence to N. J. R. R. ave. and thence to Wright st.

## OLIVER STREET.

The Oliver street primary school district shall be that district comprised within the following boundaries: From N. J. R. R. ave along Walnut st. to McWhorter st.; thence to Garden st.; thence to Pacific st.; thence to Nichols st.; thence to Jefferson st.; thence to Malvern st.; thence to Pacific st.; thence to Vesey st.; thence to N. J. R. R. ave.; and thence to Walnut st.

## SOUTH STREET.

The South street primary school district shall be that district comprised within the following boundaries: From city line along N. J. R. R. ave. to Vesey st.; thence to Pacific st.; thence to Malvern st.; thence to Sandford st.; thence to Avenue G; and thence to city line.

## WALNUT STREET.

The Walnut street primary school district shall be that district embraced within the following boundaries: From McWhorter st. along Walnut st. to Pacific st.; thence to Elm st.; thence to Lang st.; thence to Elm road; thence to Sandford st.; thence to Malvern st.; thence to Jefferson st.; thence to Nichols st.; thence to Pacific st.; thence to Garden st.; thence to McWhorter st.; and thence to Walnut st.

## HOUSTON STREET.

The Houston street primary school district shall be that district embraced within the following boundaries: Commencing at the city line along Avenue G to Sandford st.; thence to Elm road; thence to Lang st.; thence to Hamburg place; and thence to city line.

## SOUTH EIGHTH STREET.

The South Eighth street primary school district shall be that district embraced within the following boundaries: From city line along Ninth ave. to Warren st. thence to Dickerson st.; thence to Morris ave.; then to Bank st.; thence to Littleton ave.; thence to Orange ave.; and thence to the city line.

## ROSEVILLE AVENUE.

The Roseville avenue primary school district shall be that district embraced within the following boundaries: From city line along M. & E. and Bloomfield R. R. ave. to Morris canal; thence along the canal to Morris ave. thence to Dickerson st.; thence to Warren st.; thence to Ninth ave.; and thence to city line.

## NORTH SEVENTH STREET.

The North Seventh street primary school district shall be that district embraced within the following boundaries: From city line along M. & E. and Bloomfield R. R. ave. to Aqueduct st.; thence to Bloomfield ave. thence to the Morris canal; thence along canal to the Old Bloomfield road; and thence to the city line.

## SOUTH MARKET STREET.

The South Market street primary school district shall be that district embraced within the following boundaries: From the river along Jackson st. to N. & N. Y. R. R. thence to Ferguson st.; then to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Newark Bay thence along the bay to N. & N. Y. R. R.; thence to Komorn st.; thence to Main st.; thence to Ferry st. thence to Lexington st.; and thence to the river.

#### HAMBURG PLACE.

The Hamburg Place primary school district shall be that district embraced within the following boundaries: From Jackson st. along the N. & N. Y. R. R. to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence to the N. & N. Y. R. R.

#### HAWKINS STREET.

The Hawkins street primary school district shall be that district comprised within the following boundaries: Along the river along Lexington st. to Ferry st.; thence to Komorn st.; thence to the N. & N. Y. R. R.; and thence to the bay.

#### MORTON STREET.

The Morton street primary school district shall be that district embraced within the following boundaries: Along Belmont ave. along Springfield ave. to William st.; thence to High st.; thence to W. Kinney st.; thence to Belmont ave.; and thence to Springfield ave.

#### EIGHTEENTH AVENUE.

The Eighteenth avenue primary school district shall be that district comprised within the following boundaries: Commencing at Bergen st. along Springfield ave. to Belmont ave.; thence to W. Kinney st.; thence to Chaumont st.; thence to Avon ave.; thence to Bergen st.; and thence to Springfield ave.

## MONMOUTH STREET.

The Monmouth street primary school district shall that district comprised within the following boundaries. From Charlton st. along both sides of W. Kinney st. High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Charlton st.; and thence along both sides of Charlton st. to W. Kinney

## MILLER STREET.

The Miller street primary school district shall be that district comprised within the following boundaries. From the city line along N. J. R. R. ave. to Wright st.; thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; and thence to the city line.

## CENTRAL AVENUE.

The Central avenue primary school district shall that district embraced within the following boundaries. From High st. along Warren st. to Wallace place; thence to Morris ave.; thence to Morris canal; thence along Morris canal to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to Warren st.

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X.—MISCELLANEOUS.

## I. CONSTRUCTION.

In the construction of these regulations, the words "teacher," in whatsoever relation the same may occur shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

## 2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

## 3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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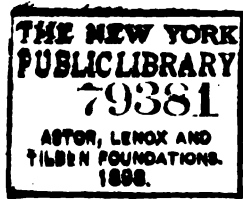




THIRTY-FIFTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE CITY OF NEWARK,  
FOR THE  
YEAR 1891,  
COMPRISING  
THE REPORT OF THE BOARD OF EDUCATION; THE  
REPORT OF THE CITY SUPERINTENDENT; REFER-  
ENCE AND STATISTICAL TABLES; THE RULES  
OF THE BOARD, AND REGULATIONS  
FOR THE SCHOOLS.

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NEWARK, N. J.:  
ADVERTISER PRINTING HOUSE,  
1892.



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MARCH 25TH, 1892.

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PART I.

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Report of the Board of Education.



# BOARD OF EDUCATION.

1892.

JAMES L. HAYS, *President.*

P. LYNDON BRYCE, *Secretary,*  
121 Washington avenue.

ELWOOD I. SHURTS, *Ass't Secretary,*  
184 N. Third street.

WILLIAM N. BARRINGER, *City Superintendent,*  
1142A Broad street.

WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs,*  
279 South Ninth street.

## MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	JOHN P. CONTRELL, HENRY J. ANDERSON,	Clark Thread Co. 4 Orange place.	31 Burnet street. 4 Orange place.
2d	CHARLES HOOD, WILLIAM JOHNSON,	800 Broad street. Hedenberg Works.	131 Washington street. 19 Orleans street.
3d	SAMUEL H. BALDWIN, CHARLES M. RUSSELL,	800 Broad street. 40 Crawford street.	608 High street. 58 Crawford street.
4th	CHAS. F. KRAEMER, MILES F. QUINN,	105 Mulberry street. 16 Mulberry street.	105 Mulberry street. 16 Mulberry street.
5th	JOHN H. MANNING, JAMES P. MCKENNA,	106 Lafayette street. 233 N. J. R. R. avenue.	106 Lafayette street. 107 Bruen street.
6th	JOHN B. OELKERS, JOHN A. LOFTUS,	24 & 26 Mechanic street. 50 Rutgers street.	49 Stirling street. 50 Rutgers street.
7th	PETER O'BRIEN, MATTHEW H. THORNTON,	55 Colden street. 23 Bruce street.	55 Colden street. 23 Bruce street.
8th	WM. A. CLARK, JOHN E. JAMES,	Clark Thread Co. 190 Washington ave.	26 Taylor street. 190 Washington ave.
9th	WM. H. DOBBINS, JOSEPH S. VINSON,	940 Broad street. 20 Pennington street.	940 Broad street. 20 Pennington street.
10th	HUGH MCGLYNN, JOHN O. HUNT,	108 South street. 249 Walnut street.	102 South street. 283 Walnut street.
11th	PETER J. BABCOCK, EDWARD H. HAMILL,	194 Broadway, N. Y. Prudential Ins. Co.	338 Roseville avenue. 302 Sixth avenue.
12th	JAMES MULLIN, HENRY C. KLEMM,	N. J. Steel Works. 240 Market street.	245 Lafayette street. 163 Lafayette street.
13th	GOTTFRIED JOITHE, GEORGE SAUPE,	Broad, cor. Poinier. 77 St. Francis street.	37 Boyd street. 255 Prince street.
14th	L. EUGENE HOLLISTER, JAMES L. HAYS,	138 Clinton avenue. 749 Broad street.	138 Clinton avenue. 104 Clinton avenue.
15th	FERDINAND HEICHEMER, JOSEPH S. SUTPHEN,	135 Halsey street. 200 Orange street.	68 Newark street. 200 Orange street.

## STANDING COMMITTEES.

✻1892✻

FINANCE—Oelkers, Clark, Manning, Saupe, Hood, Quinn, Vinson.

ACCOUNTS—McGlynn, Saupe, O'Brien.

SCHOOL HOUSES—Baldwin, Klemm, Hamill, McKenna, Clark, Joithe, Johnson.

REPAIRS—McKenna, Klemm, Anderson, Thornton, Russell.

HEATING—Joithe, Oelkers, Mullin, Babcock, Heichemer.

TEACHERS—Klemm, Baldwin, McKenna, Contrell, Oelker, Dobbins, Sutphen.

NORMAL SCHOOL—Hollister, Hunt, Anderson, Johnson, Loftus.

HIGH SCHOOL—Contrell, Baldwin, McGlynn, Dobbins, Kraemer.

EVENING SCHOOLS—Hood, Thornton, Hamill, Mullin, Janes.

COLORED SCHOOL—Kraemer, Heichemer, Mullin, O'Brien, Saupe.

INDUSTRIAL SCHOOLS—Clark, Hunt, Loftus.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Dobbins, Hood, Kraemer, Hollister, McGlynn, Janes, Babcock.

FURNITURE AND SUPPLIES—Thornton, Hollister, Manning, Vinson, Russell.

SANITARY REGULATIONS—Anderson, Babcock, Sutphen.

RULES AND LEGISLATION—Manning, Contrell, O'Brien, Heichemer, Quinn.



# STATISTICAL RECORD

## OF THE

### Board of Education of the City of Newark

#### FOR THE YEARS 1891 AND 1892.

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NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE  
SERVED RESPECTIVELY.

JAMES L. HAYS.....	1876-7-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2
EDWARD GOELLER.....	1878-9-80-1-2-3-4-5-6-7-8-9-90-1
SAMUEL H. BALDWIN.....	1881-2-3-4-5-6-7-8-9-90-1-2
JOHN P. CONTRELL.....	1884-5-9-90-1-2
HENRY C. KLEMM.....	1884 (23¼ mos.)-5-6-7-8-9-90 1-2
JAMES F. BLESS.....	1886-7-8 9-90-1
WILLIAM H. DOBBINS.....	1887-8-9-90-1-2
JAMES P. MCKENNA.....	1888 9-90-1-2
JOHN BREUNIG.....	1888 9-90-1
MATTHEW H. THORNTON.....	1888-9-90-1-2
JAMES A. BACKUS.....	1888-9-90-1
ANDREW W. BRAY.....	1888-9-90-1
S. ROSWELL WARD.....	1888 (7 mos.)-9-90-1
JOHN B. OELKERS.....	1889-90-1-2
L. EUGENE HOLLISTER.....	1889-90-1-2
HENRY J. ANDERSON.....	1890-1-2
BERNARD McNALLY.....	1890-1
JOHN NIEDER.....	1890-1
CHARLES F. HERR.....	1890-1
HUGH C. MARLEY.....	1890-1

CHARLES HOOD.....	1
CHARLES F. KRAEMER.....	1
JOHN H. MANNING.....	1
PETER O'BRIEN.....	1
WM. A. CLARK.....	1
HUGH MCGLYNN.....	1
PETER J. BABCOCK.....	1
JAMES MULLIN.....	1
GOTTFRIED JOITHE.....	1
FERDINAND HEICHEMER.....	1
WILLIAM JOHNSON.....	1
CHARLES M. RUSSELL.....	1
MILES F. QUINN.....	1
JOHN A. LOFTUS.....	1
JOHN E. JANES.....	1
JOSEPH S. VINSON.....	1
JOHN O. HUNT.....	1
EDWARD H. HAMILL.....	1
GEORGE SAUPE.....	1
JOSEPH S. SUTPHEN.....	1

#### PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....	1851
SAMUEL H. PENNINGTON.....	1855-6-7 8-9-
THOMAS W. DAWSON.....	18
WILLIAM K. McDONALD.....	18
FREDERICK W. RICORD.....	18
EDWIN H. DAWSON.....	18
WILLIAM A. WHITEHEAD.....	18
L. SPENCER GOBLE.....	18
SAMUEL A. FARRAND.....	18
ARAM G. SAYRE.....	18

EDWARD L. DOBBINS.....1876-7-8-9-80 (9 mos.)  
 GEORGE B. SWAIN.....1880 (3 mos.)-1-2-3  
 EDWARD GOELLER.....1884-1889-90-1  
 EDMUND L. JOY.....1885-6-7  
 JAMES L. HAYS.....1888-1892

#### SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....1851-2-3  
 FREDERICK W. RICORD.....1854-5-6-7-8-9-60  
 GEO. B. SEARS, 1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7(8 mos.)  
 C. ALBERT STONELAKE, 1877 (4 mos.) 8-9-80-1-2-3 (8½ mos.)  
 GEORGE W. CASE.....1883 (3½ mos.) 4-5-6-7-8-9  
 P. L. BRYCE.....1890-1-2

#### CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

STEPHEN CONGAR.....1853-4 5-6-7-8-9  
 G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7(8 mos.)  
 W. N. BARRINGER, 1877(4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2

# REPORT

OF THE

## BOARD OF EDUCATION

TO THE

### COMMON COUNCIL.

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NEWARK, N. J., Feb. 26th, 1892.

*To the Honorable the Common Council of the City of  
Newark:*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully present the following report for the year 1891:

#### CURRENT EXPENSES.

##### RECEIPTS.

###### STATE.

State Appropriation.....	\$13,526 27		
State Tax.....	341,508 12		
		\$355,034	<b>39</b>

###### MUNICIPAL.

Balance from 1890.....	\$15,738 35		
Tax Ordinance, 1891.....	119,850 00		
Interest on Bequest.....	240 00		
		\$135,828	<b>35</b>
		\$490,862	<b>74</b>

## EXPENDITURES.

### STATE.

Teachers' Salaries..... \$355,034 39

### MUNICIPAL.

Salaries, Text Books, Repairs,  
Furniture, Heating, Fuel, etc., 106,351 07  
\$461,385 46

Balance..... \$29,477 28

## EXPENDITURES IN DETAIL.

### STATE.

	APPROPRIATIONS.	EXPENDITURES.
Teachers' Salaries—		
Day Schools.....	\$340,034 39	\$340,034 39
Evening Schools..	15,000 00	15,000 00
Totals.....	\$355,034 39	\$355,034 39

### MUNICIPAL.

	APPROPRIATIONS.	EXPENDITURES.	BALANCE.
Teachers' Salaries—			
Day Schools.....	\$17,149 29	\$254 23	\$16,895 06
Evening Schools..	1,930 32	1,930 32	-----
Officers' Salaries.....	10,680 00	10,649 71	30 29
Janitors' Salaries.....	30 000 00	27,230 56	2,769 44
Incidentals.....	1,428 74	1,138 54	290 20
Repairs.....	16,800 00	16,780 31	19 69
Text Books, Stationery and Printing...	21,000 00	16 038 25	4,961 75
Furniture and Supplies	7,700 00	5,610 17	2,089 87
Heating Apparatus...	8,000 00	7,184 11	815 89
Fuel.....	9,500 00	9,115 99	384 01
Rents.....	3,700 00	2 987 33	712 67
Insurance.....	1 500 00	1,486 30	13 70
School Census.....	3,000 00	2,872 70	127 30
Gas.....	1,700 00	1,554 98	145 02
Water.....	1,517 61	1,517 61	-----
Unappropriated.....	222 39	-----	222 39
Totals.....	\$135,828 35	\$106,351 07	\$29,477 28

## SCHOOL HOUSES AND SITES.

## RECEIPTS.

Balance from 1890.....	\$3,241 25	
Tax Ordinance, 1891.....	60,000 00	
Public School Bonds, 1891.....	40,000 00	
	<hr/>	\$103,241 25

## APPROPRIATIONS.

New Boilers.....	\$30 98	
Elliot St. School House (Addi- tion).....	30 08	
Lawrence St. School House (Al- teration).....	187 74	
Lawrence St. School House (New Boiler and Heating Ap- paratus).....	92 76	
School Site in Seventh Ward...	200 00	
School Site in Tenth Ward.....	800 00	
Thirteenth Ave. School House (Addition).....	17,000 00	
Warren St. School House (New)	24,000 00	
Ann St. School House (New)...	20,000 00	
School Site and School House in Thirteenth Ward.....	27,000 00	
North Seventh St. School House (Additional Ground).....	3,000 00	
Burnet St. School House (Addi- tion).....	3,500 00	
Thirteenth Ave. School House (Additional Ground).....	3,200 00	
Miller St. School House (Addi- tional Ground).....	3,000 00	
	<hr/>	\$102,041 56
Balance unappropriated..	1,199 69	
	<hr/>	\$103,241 25

# APPROPRIATIONS AND EXPENDITURES.

## NEW BOILERS.

ance from 1890.....		\$30 98
		<hr/>

## ELLIOT STREET SCHOOL HOUSE (ADDITION).

ance from 1890.....		\$30 08
ended for grading.....		16 00
		<hr/>
Balance.. . . . .		\$14 08

## LAWRENCE STREET SCHOOL HOUSE (ALTERATION).

ance from 1890.....		\$187 74
ended for grading.....	\$15 00	
mason work.....	6 17	
	<hr/>	21 17
		<hr/>
Balance.....		\$166 57

## LAWRENCE STREET SCHOOL HOUSE (NEW BOILER AND HEATING APPARATUS).

ance from 1890.....		\$92 76
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## SEVENTH WARD SCHOOL SITE.

ance from 1890.....		\$200 00
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## TENTH WARD SCHOOL SITE.

ance from 1890.....		\$800 00
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## THIRTEENTH AVENUE SCHOOL HOUSE (ADDITION).

ropriation, 1891.....		\$17,000 00
ended for removing fence..	\$9 00	
mason work.....	4,600 00	
carpenter work..	900 00	
	<hr/>	5,509 00
		<hr/>
Balance.....		\$11,491 00

## WARREN STREET SCHOOL HOUSE.

Appropriation, 1891.....		\$24,000 00
Expended for architect's fees..	\$402 50	
mason work....	4,695 82	
carpenter work..	1,158 40	
stone work.....	741 40	
water supply....	23 00	
	<hr/>	7,021 12
Balance.....		\$16,978 88

## ANN STREET SCHOOL HOUSE.

Appropriation, 1891.....		\$20,000 00
Expended for mason work.....	\$3,000 00	
carpenter work..	1,000 00	
plumbing work..	60 93	
stone work.....	600 00	
architect's fees..	350 00	
	<hr/>	5,010 93
Balance.....		\$14,989 07

SCHOOL SITE AND SCHOOL HOUSE IN THIRTEENTH WARD  
(WAVERLY AVENUE).

Appropriation, 1891.....	\$27,000 00
Expended for site.....	9,000 00
	<hr/>
Balance.....	\$18,000 00

NORTH SEVENTH STREET SCHOOL HOUSE (ADDITIONAL  
GROUND).

Appropriation, 1891.....	\$3,000 00
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## BURNET STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1891.....	\$3,500 00
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## THIRTEENTH AVENUE SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1891.....	\$3,200 00
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## MILLER STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1891.....	\$3,000 00
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## BALANCES TO 1892.

New Boilers.....	\$30 98	
Thirteenth St. School House (Addition).....	14 08	
Lawrence St. School House (Alteration).....	166 57	
Lawrence St. School House (New Boiler and Heating Apparatus).....	92 76	
Seventh Ward Site.....	200 00	
Seventh Ward Site.....	800 00	
Thirteenth Ave. School House (Addition).....	11,491 00	
Warren Street School House...	16,978 88	
Thirteenth St. School House.....	14,989 07	
School Site and Building in Thirteenth Ward.....	18,000 00	
North Seventh Street School House (Additional Ground)...	3,000 00	
Warren St. School House (Addition).....	3,500 00	
Thirteenth Ave. School House (Additional Ground).....	3,200 00	
Miller St. School House (Additional Ground).....	3,000 00	
Unappropriated.....	1,199 69	
	<hr/>	\$76,663 03

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1891.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal and Training—									
Normal Department.....	\$ 5,728 65	\$ 157 50	\$ 476 16	\$ 14 82	\$ 53 07	\$ 602 97	\$ 22 09	\$ 15 55	\$ 4,590 91
Training Department.....	5,214 27	472 50	161 38	44 49	159 19	609 21	66 23	46 61	6,773 88
High.....	30,235 04	870 00	2,207 00	32 81	268 18	397 18	79 67	236 37	34,327 15
High Annex.....	4,301 84	360 00	31 86	25 31	75 72	142 05	21 21	858 95	5,816 94
Burnet Street Grammar.....	7,090 57	445 38	245 34	38 71	134 62	476 73	13 80	96 58	8,550 73
Burnet Street Primary.....	4,525 41	334 62	98 92	29 04	100 96	357 47	10 36	72 42	5,529 19
State Street Primary.....	7,250 11	630 00	235 03	13 20	115 00	188 87	38 14	52 41	8,522 76
James Street Industrial.....	1,022 72	240 00	50 23	.....	82 08	.....	22 29	201 20	2,518 52
Washington Street Grammar.....	7,680 10	501 42	399 98	28 57	156 87	208 01	132 45	64 23	8,771 63
Washington Street Primary.....	3,456 50	278 58	139 75	15 88	87 15	115 57	73 59	35 68	4,202 70
Marshall Street Primary.....	3,666 43	450 00	151 97	31 16	117 73	36 00	54 70	23 12	4,471 11
Lawrence Street Grammar.....	5,255 78	437 46	157 10	9 63	227 33	343 12	342 68	83 63	6,856 73
Lawrence Street Primary.....	4,167 98	312 54	98 83	6 87	162 37	245 08	244 75	59 73	5,294 97
Commerce Street Primary.....	3,641 34	390 00	44 08	10 45	158 00	164 56	19 21	97 33	4,524 91
Colored.....	3,163 40	330 00	170 16	30 97	49 44	383 40	342 74	10 80	4,480 91
Lafayette Street Grammar.....	4,892 88	271 86	354 04	422 28	82 64	245 34	168 36	45 70	6,483 10
Lafayette Street Primary.....	7,811 13	598 14	225 84	929 00	181 81	539 75	370 34	100 53	10,756 54
Newton Street Grammar.....	7,065 82	590 05	600 90	22 97	242 95	373 00	180 48	66 16	9,092 31
Newton Street Primary.....	6,437 54	359 23	108 16	16 11	170 06	261 07	126 33	46 31	7,614 81
South Tenth St. Intermediate.....	2,578 48	151 87	141 71	11 07	60 98	59 55	18 39	17 41	3,032 46
South Tenth Street Primary.....	8,044 19	658 13	280 39	47 92	264 25	227 74	79 70	75 45	10,577 77
Camden Street Primary.....	8,040 76	780 00	282 52	109 44	213 98	190 10	41 91	96 19	10,775 45
Thirteenth Avenue Primary.....	6,177 69	660 00	179 00	12 57	213 98	303 17	29 62	81 08	7,657 11
Wickliffe St. Annex Primary.....	2,284 85	336 00	90 92	49 60	86 92	8 19	31 20	261 00	3,041 56
Wickliffe Street Primary.....	4,554 65	540 00	95 96	9 60	86 92	40 50	108 45	28 10	5,504 16

South Market St. Grammar...	5,316 08	390 00	233 80	614 78	95 20	370 20	344 02	75 93	7,440 61
South Market Street Primary	4,431 72	390 00	226 36	614 78	95 20	370 20	344 01	75 93	6,548 80
Hamburg Place Intermediate	2,574 13	173 59	233 06	4 68	44 38	58 49	10 19	28 18	3,120 70
Hamburg Place Primary	7,850 26	636 41	334 37	17 19	162 74	214 46	37 41	81 30	9,324 14
Hawkins Street Primary	4,754 16	600 00	278 12	9 75	196 88	346 20	43 27	63 05	6,991 43
Clover Street Industrial	1,199 59	20 00	37 43	-----	35 55	-----	3 30	201 80	1,497 67
Morton Street Grammar	6,127 71	366 31	293 58	777 73	211 80	477 27	86 55	69 74	8,410 69
Morton Street Primary	8,603 53	593 69	249 44	1,069 38	201 24	656 25	118 08	95 86	11,588 37
Eighteenth Ave. Grammar	5,049 17	290 04	159 15	18 36	145 28	570 51	236 76	23 08	6,492 35
Eighteenth Avenue Primary	8,704 56	579 96	183 28	36 74	990 56	1,140 97	473 55	46 16	11,455 78
Monmouth Street Primary	10,954 70	810 00	354 89	43 38	364 37	575 95	35 18	63 39	13,202 49
Miller Street Grammar	6,475 08	364 01	357 88	44 35	115 21	134 49	46 66	34 46	7,672 04
Miller Street Primary	5,579 93	415 90	174 16	50 57	131 66	153 71	53 34	39 37	6,598 73
Central Avenue Grammar	5,684 64	405 00	199 65	49 13	118 78	365 97	135 28	56 17	7,014 62
Central Avenue Primary	4,734 62	405 00	128 05	49 13	118 77	365 98	135 28	56 16	5,992 99
Lock Street Primary	2,868 38	450 00	95 66	8 54	75 97	229 27	16 98	32 66	3,741 46
Advanced Evening	895 50	25 50	174 70	-----	-----	-----	15	90 00	1,183 85
Lafayette Street Evening	2,330 00	78 00	133 22	-----	-----	-----	-----	248 36	2,789 58
Newton Street Evening	1,862 25	61 58	90 48	-----	-----	-----	-----	153 58	2,167 89
Webster Street Evening	1,691 50	52 87	71 91	-----	-----	-----	30	180 46	1,997 04
South Market Street Evening	2,192 50	73 50	64 68	-----	-----	-----	15	170 38	2,501 21
Morton Street Evening	2,874 98	109 50	116 43	-----	-----	-----	30	209 30	3,310 51
Eighteenth Avenue Evening	1,273 75	39 00	340 51	-----	-----	-----	-----	165 26	1,653 26
Central Avenue Evening	1,737 84	55 50	37 96	-----	-----	-----	15	124 88	1,956 33
Evening Drawing	2,072 00	212 50	15 94	8 20	20 63	9 10	-----	876 72	3,215 09
Newton Street Summer	365 49	21 00	7 34	-----	-----	-----	-----	-----	393 83
South Tenth Street Summer	359 63	21 00	103 45	-----	-----	-----	-----	-----	484 08
Wickliffe Street Summer	151 19	9 00	4 34	-----	-----	-----	12	-----	164 65
Webster Street Summer	191 19	12 00	2 38	-----	-----	-----	-----	-----	205 57
South Street Summer	107 90	6 00	6 10	-----	-----	-----	-----	-----	120 00
Hamburg Place Summer	364 49	21 00	1 72	-----	-----	-----	-----	-----	387 21
Morton Street Summer	619 39	39 00	65 57	-----	-----	-----	-----	-----	723 96

All of which is respectfully submitted,

P. L. BRYCE, *Secretary*.JAMES L. HAYS, *President*.



PART II.

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Report of the City Superintendent.



PART II.

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Report of the City Superintendent.

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# REPORT.

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*To the Honorable the Board of Education of the City of Newark:*

GENTLEMEN—In accordance with the requirements of the Board, I herewith present the Thirty-fifth Annual Report of the City Superintendent of Public Schools.

The strong public sentiment in favor of a broad and thorough system of public education that has characterized the citizens of Newark in the past, and the vigilance and good sense that have been manifested by the Board of Education, not only continue, but are steadily increasing in efficiency, as shown by the management of the schools.

While there are some things that will bear and deserve criticism, there is much that is commendable. In the following report, to your honorable body, the Superintendent will endeavor to present the facts and conditions that pertain to our schools in an impartial and systematic manner. The detailed facts and general information presented have been noted, carefully compared and analyzed during the many visits made to the schools, and with the aid of the principals and teachers in many meetings and special conferences. This aid is thoroughly appreciated and here acknowledged by the Superintendent.

The following table of school enumeration shows a net increase of 1,927. The First, Second, Fourth, Sixth, Eighth, Ninth, Twelfth, Thirteenth and Fourteenth Wards show a gain of 3,491; the Third, Fifth, Seventh, Tenth, Eleventh and Fifteenth, a loss of 1,564. The largest gain is in the Sixth Ward, the next largest is in the Thirteenth, the smallest is in the Fourth. The largest decrease is in the Seventh Ward, the next largest is in the Tenth, the smallest is in the Fourth Ward.

#### SCHOOL ENUMERATION.

1891 .....	57,454
1890 .....	55,527
Increase .....	1,927

	1891.	1890.	Increase.	Decrease.
1st Ward ....	3,117	2,832	285	----
2d " ....	2,541	2,255	286	----
3d " ....	1,340	1,450	----	110
4th " ....	2,050	2,015	35	----
5th " ....	1,565	1,587	----	22
6th " ....	10,208	8,759	1,449	----
7th " ....	2,369	2,828	----	459
8th " ....	5,309	4,919	390	----
9th " ....	1,475	1,380	95	----
10th " ....	4,300	4,755	----	455
11th " ....	2,854	3,118	----	264
12th " ....	7,061	6,911	150	----
13th " ....	9,618	8,929	689	----
14th " ....	1,342	1,230	112	----
15th " ....	2,305	2,559	----	254
Total .....	57,454	55,527	3,491	1,564
Net increase .....			1,927	

This table unmistakably reveals the localities in which the population is most rapidly increasing.

I fear that the attention deserved is not given by those in authority, and others, who should be interested in the statistical facts presented to the Board. I would emphasize the importance of the tabulated facts found throughout the report and urge that they be carefully studied for the inferences that can be readily deduced from them. This tabulated matter is a convenient and practical application of the comparative method now so generally used in all matters of comparison and investigation.

The facts and information contained in these tables are believed to be reliable and have been arranged in the best possible form for use.

## ENUMERATION, 1891.

WARD.	AGE.														TOTAL.
	5 TO 6	6 TO 7	7 TO 8	8 TO 9	9 TO 10	10 TO 11	11 TO 12	12 TO 13	13 TO 14	14 TO 15	15 TO 16	16 TO 17	17 TO 18		
1st	175	202	185	234	195	205	197	221	216	261	358	451	217	3,117	
2d	118	183	269	229	252	225	187	200	179	166	144	181	208	2,541	
3d	58	100	100	101	112	101	119	91	112	109	124	103	110	1,340	
4th	63	144	173	200	226	180	185	183	155	137	149	116	139	2,050	
5th	65	100	105	115	134	110	154	129	124	109	137	117	166	1,565	
6th	642	661	999	975	805	878	785	756	818	672	691	639	887	10,208	
7th	118	190	203	185	220	214	193	199	180	181	163	154	169	2,369	
8th	490	424	459	468	414	423	386	369	376	357	358	364	421	5,309	
9th	87	105	112	97	106	90	100	98	130	125	119	111	189	1,475	
10th	416	341	345	375	349	281	307	303	282	360	308	301	332	4,300	
11th	250	232	241	257	219	208	199	225	189	204	206	221	203	2,854	
12th	940	707	648	616	532	508	446	506	412	403	436	460	447	7,061	
13th	590	854	1,016	869	771	749	738	678	653	684	672	678	666	9,618	
14th	73	109	106	93	110	118	107	102	102	93	109	107	113	1,342	
15th	186	191	189	205	213	187	191	182	166	141	161	130	163	2,305	
Totals	4,271	4,543	5,150	5,019	4,658	4,483	4,294	4,242	4,094	4,002	4,135	4,133	4,130	57,454	

ENUMERATION, 1891.  
NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.														TOTAL
	5 TO 6	6 TO 7	7 TO 8	8 TO 9	9 TO 10	10 TO 11	11 TO 12	12 TO 13	13 TO 14	14 TO 15	15 TO 16	16 TO 17	17 TO 18		
1st	10	9	22	37	41	36	39	42	36	45	62	78	40	497	
2d	5	6	18	13	25	17	26	26	24	15	23	26	30	254	
3d	3	12	16	19	9	17	18	9	15	13	11	8	1	151	
4th	4	14	14	10	16	8	10	9	9	9	5	3	6	117	
5th	36	38	29	33	35	35	42	33	36	28	27	19	28	419	
6th	8	32	82	74	72	89	72	76	48	53	34	15	21	676	
7th	39	72	89	73	98	93	91	85	87	54	27	21	7	836	
8th	100	80	89	112	100	96	84	72	58	43	48	61	50	993	
9th	9	12	16	19	13	9	13	11	14	14	15	8	13	166	
10th	20	28	28	33	33	27	34	23	21	12	8	5	4	276	
11th	20	33	48	52	44	40	37	31	35	22	19	24	30	435	
12th	475	298	279	246	207	219	172	221	148	145	147	110	132	2,799	
13th	37	153	295	267	263	275	290	206	117	44	18	5	4	1,974	
14th	1	2	4	4	7	5	7	7	3	5	7	2	3	57	
15th	16	16	35	44	42	29	30	27	20	21	4	2	3	289	
Totals.	783	805	1,064	1,036	1,005	995	965	878	671	523	455	387	372	9,939	

ENUMERATION, 1891.  
ALL OTHERS, EXCEPT NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.														TOTAL.
	5 TO 6	6 TO 7	7 TO 8	8 TO 9	9 TO 10	10 TO 11	11 TO 12	12 TO 13	13 TO 14	14 TO 15	15 TO 16	16 TO 17	17 TO 18		
1st .....	165	193	163	197	154	169	158	179	180	216	296	373	177	2,620	
2d .....	113	177	251	216	227	208	161	174	155	151	121	155	178	2,287	
3d .....	55	88	84	82	103	84	101	82	97	96	113	95	109	1,189	
4th .....	59	130	159	190	210	172	175	174	146	128	144	113	133	1,933	
5th .....	29	62	76	82	99	75	112	96	88	81	110	98	138	1,146	
6th .....	634	629	917	901	733	789	711	682	770	619	657	624	866	9,532	
7th .....	79	118	114	112	122	121	102	114	93	127	136	133	162	1,533	
8th .....	390	344	370	356	314	327	302	297	318	314	310	303	371	4,316	
9th .....	78	93	96	78	93	87	87	87	116	111	104	103	176	1,309	
10th .....	396	313	317	342	316	254	273	280	261	348	300	296	328	4,024	
11th .....	230	199	193	205	175	168	162	194	154	182	187	197	173	2,419	
12th .....	465	409	369	370	325	289	274	285	264	258	289	350	315	4,262	
13th .....	553	701	721	602	508	474	448	472	536	640	654	673	662	7,644	
14th .....	72	107	102	87	103	113	100	95	99	88	102	105	110	1,285	
15th .....	170	175	154	161	171	158	161	155	146	120	157	128	160	2,016	
Totals.	3,488	3,738	4,086	3,983	3,653	3,488	3,327	3,366	3,423	3,479	3,680	3,746	4,058	47,515	

The Superintendent has, for several years past, described with care the locality, arrangement and condition of the school buildings of our city. This is deemed highly important, as these houses are the school homes of so many of our children for from six to twelve or more years, and that, too, at an age when the life and character are specially susceptible to associations and surroundings. I trust the statements and suggestions in this direction will be noted with care.

The number of school buildings in use during the year ending June, 1891, was forty, containing the following schools and departments:

Normal School.....	1
Training ".....	1
High ".....	2
Grammar Schools.....	17
Primary ".....	34
Industrial ".....	2
Colored ".....	1
<hr/>	
Total.....	58

The number of evening schools in operation was eight; seven for five months and one for six, viz.: The Evening Drawing School in the building, corner of Market and Halsey streets.

The visitation of the schools by the members of the Board is somewhat less than for the previous year. I trust this does not mean a decrease in interest in the progress of the schools. The teachers are always glad to welcome the Commissioners to their class rooms.

The official visits of the members of the Board are—  
shown below :

Normal and Training School—Normal Dept.	6
High School.....	29
Grammar Schools .....	240
Primary Schools.....	470
Industrial Schools .....	13
Colored School.....	10
Evening Schools .....	25
<hr/>	
Total .....	793

The visits of the Superintendent are shown in the  
following table :

Normal and Training School—Normal Dept.	94
High School.....	52
Grammar Schools.....	324
Primary       “ .....	554
Industrial     “ .....	10
Colored School.....	3
Evening Schools.....	37
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Total .....	1,074

The Superintendent continued his visits of inspection, examination, and for the purpose of conducting exercises in methods of instruction, with much gratification, in most cases finding the schools and classes in an acceptable condition as to attendance, discipline and instruction. There are some classes, however, of



which this cannot be said. These are receiving needed attention.

The meetings and conferences which have characterized the teaching body of Newark were continued unabated.

## THE LOCATION AND CONDITION OF THE SCHOOL BUILDINGS AND IM- PROVEMENTS.

This is a matter of the first importance, and it is a source of satisfaction to know that the Board so considers it. In the selection of a site for a school house a number of things need to be considered:

1st. The nature of the ground, which should be dry and well drained.

2d. The surroundings, which should be pleasant in all respects and free from nuisances of every kind.

3d. The grounds should be ample. It is a very common mistake to cramp the school premises. Subsequent enlargement is always attended with many difficulties and much expense. Let the lot be of good size at the start.

4th. The greatest possible consideration should be given to the possibilities and facilities for lighting. One of the chief errors in school architecture is insufficiency of light, and akin to it is deficient provision for ventilation.

Of course we all understand that the Board of Education cannot go beyond its means. The Council must provide for this.

I can say, however, that almost without exception the buildings are steadily improving in structure, arrangement and fitness for school work.

### SCHOOL BUILDINGS.

The Board now owns thirty-seven buildings, distributed as follows:

Ward.	No. of Buildings.	No. of Class Rooms.		Seating Capacity.
		Regular.	Temporary.	
1st .....	2	24	--	1,340
2d* .....	2	27	--	1,289
3d .....	2	21	--	963
4th .....	3	22	--	1,049
5th .....	1	16	--	828
6th .....	4	51	4	3,092
7th .....	1	6	--	334
8th .....	4	41	2	2,342
9th .....	1	16	--	776
10th .....	4	37	--	2,042
11th .....	3	24	4	1,538
12th .....	3	34	--	1,941
13th .....	3	56	1	3,154
14th .....	2	16	2	1,007
15th .....	2	18	--	1,024
<hr/>		<hr/>	<hr/>	<hr/>
Total....	37	409	13	22,719

\* Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents five buildings, located as follows:

Ward	No. of Buildings.	No. of Class Rooms.		Seating Capacity.
		Regular.	Temporary.	
1st .....	1	3	....	163
2d .....	1	6	....	246
6th .....	1	4	....	228
8th .....	1	2	....	120
12th .....	1	2	....	92
Total....		17	....	849

This makes a total of forty-two buildings, containing 439 class rooms, with a seating capacity of 23,568.

The complaint that has been repeated yearly for the past dozen or more years calls for repetition again.

The Normal and Training School building, it is needless for me to state again, is entirely insufficient for this school. The work that this institution is expected and ought to do, is of vital importance to the educational interests of the city, and the best possible facilities as to room, arrangements, appliances and teaching ability should be furnished for it, that it may accomplish the purpose for which it exists.

The house is in as good condition as it can well be as to arrangement, cleanliness, etc., but it is not well located or adapted to the kind of work this school should do. The importance of the work should command the best accommodations the city can furnish.

I have suggested and recommended in several preceding annual reports a plan whereby several imperative school needs may be provided for without an excessive cost, viz.: Give the High School a commodious and convenient building, and take the present High School house for the Normal School, and a large

central grammar and primary school for the training work of the Normal Department. This arrangement will accommodate the High School with ample room, the Second Ward with much needed school accommodations for primary and grammar classes; also make it possible to furnish the Colored School with better rooms and a more desirable location; also, the building now used by the Colored School can be used for an ungraded school for truants and street vagrants—a school much needed, and should be established at once. All this may be done by the construction of one building. This plan has been recommended a number of times. I repeat earnestly the recommendation.

The High School building is in as good condition as its age, size and plan of structure will permit. Every inch of its space is utilized to the fullest extent. As was stated last year, it is hardly possible to extend its improvements on account of very limited ground room, and the fact, as stated by the architect, that the walls will not permit an additional story. This compels us to look to another locality and structure for relief from its present crowded condition.

The Annex building, on the same street, is in as good condition as it can be made. Being a business house and a private dwelling combined, it cannot easily be adapted to school purposes. It is fitted up to accommodate about 200 pupils.

I wish here to call the attention of the Board to the furniture, that is, the desks and seats for the pupils. In many of the rooms they are entirely too small for the young ladies who occupy them. This furniture was

rejected from the main High School building and grammar schools in different sections of the city. It is very important that the furniture in these High School class rooms should be of suitable size and construction to meet the physiological requirements of the pupils who occupy them.

The Burnet Street house is receiving an addition, much needed, of two primary class rooms, located in the northeast and southeast corners of the building on the Eagle street side. These rooms will be similar in size and finish to the other rooms in the primary department. They will be well lighted and easy of access. The Burnet Street School will then contain sixteen good class rooms. At the opening of the April or September terms they will undoubtedly both be filled.

The State Street house is in excellent order as to the arrangement and condition of the rooms and premises. The two rear rooms, one on the ground floor, the other on the second floor, however, are seriously deficient in light. This defect will be remedied during the summer vacation by cutting additional windows through the side walls. When this is done, but little fault can be found with this house.

The James Street building is in a fairly satisfactory condition. Its yard and court accommodations are somewhat limited, so much so as to cramp the yard exercises of the school.

The deficiency in ventilation and light so often noted in years past, in the rear rooms of the Washington Street School, still exists. I think this evil should be removed without unnecessary delay. Concrete floors

have been put in the courts, thereby improving its condition and use.

The new rooms added to the Marshall Street premises are among the most roomy and convenient in the city. The lot is of good size and the neighborhood surroundings have been greatly improved during the past year or two.

The buildings in the Lawrence street district are in good order, including that of the Colored School. All of these buildings are well cared for. I would remind the Board and the Commissioners of that ward that the unsightly and cumbersome coal bin in the front part of the main court in the Lawrence Street house, is still unmoved. A coal vault can be, I think, easily placed underground adjoining the furnace room. This will, as stated last year, restore the light to the court, as intended when the windows were put in. New furniture has been supplied to some of the rooms in the Colored School.

New furniture was placed in some of the rooms in Lafayette Street house. Other rooms are much in need of better furniture, and without doubt will in due time receive it.

A large horizontal boiler was put in the building during the summer vacation. This has effectually removed all cause of complaint on account of lack of heat. The house is now abundantly warmed, and that too, with ease. This house has now received about all the improvements that its age and construction will permit.

The school buildings of the Sixth Ward are in good order in all respects, and crowded with pupils to over-

flowing. At an early day more school accommodations must be provided for the western and southwestern portions of this ward. Already a number of pupils have been refused admission in the South Tenth Street School on account of insufficient room. This house can be enlarged by removing the old frame structure containing six rooms and erecting a three story brick addition containing nine or ten rooms. This house will then accommodate some twenty-five classes or nearly fifteen hundred pupils. The grounds are ample for this enlargement, and I recommend that the Board give it early attention.

The original plan of the Thirteenth Avenue house is now being completed, which will give the house a capacity of seventeen rooms, seating about one thousand pupils. This will be, when completed, one of the finest school structures in our city, beautifully located and thoroughly appreciated by the people of that section. The increase in population in this ward is so rapid that it is difficult to keep apace with the demand for room.

A building of eight rooms is being constructed on Warren street in the Seventh Ward. This, in connection with the present building on Wickliffe street, will furnish fourteen class rooms, seating some eight hundred and forty pupils. The new house is of the same general plan as Hawkins Street and Thirteenth Avenue houses, which have been found convenient and attractive. Steel ceilings, the first used by the Board in the construction of school buildings, will be used here.

The school buildings of the Eighth Ward are gener-

ally in good condition. A new sidewalk has been laid on the Cranc street side of Webster Street building. This has much improved the street appearance.

The Franklin School became crowded; to relieve it and accommodate the pupils of the western portion of the district, an annex school on Bloomfield avenue was established, which provides for from 100 to 120 children. This building contains two fine rooms, well equipped, and the classes are well attended. The completion of the Franklin School, in accordance with the contemplated plan, will make it a sixteen room house. This will soon be necessary.

The two rooms still unfinished in Summer Avenue building, I think, should be finished and fitted up for use as soon as possible. The increase in the school population in this section is very rapid, and full and prompt provision should be made for it.

Eight of the nine rooms in the Elliott Street house are now occupied. These premises can be easily enlarged to fourteen rooms, by putting another story upon the present building. This suggestion should receive the early attention of the Board.

The accommodations for the Ninth Ward are sufficient for the demands of the district. The premises are in good condition, and are kept so. The classes are not at all crowded, and there is a vacant room in the house. I think some arrangement can and should be made whereby this school can relieve some of the more crowded ones.

The Oliver Street and South Street buildings are in a quite satisfactory condition. The difficulty in properly lighting and ventilating the four rear rooms in the



Oliver Street house still remains. This should in some way be remedied.

The large assembly rooms in the South Street house were divided each into two class rooms. The house now contains twelve ample and convenient class rooms, ten of which are occupied. The light and warming are satisfactory.

The accommodations of the Eleventh Ward are entirely exhausted and pupils are waiting for seats.

In the South Eighth Street building three rooms have been fitted up in the court; the small room back of the principal's office is also used for a class. This places four classes on the court floor and crowds sixteen classes into a house originally intended for twelve.

The increase in population in this section is very rapid, and is composed of that class that almost without exception patronize the public school. Additional room is needed in this district without delay.

Additional ground adjoining the North Seventh Street School has been purchased with the purpose in view of erecting a new building on the premises. This district is growing rapidly in population, and larger accommodations must be provided soon.

The South Market Street house was much improved during the long vacation by laying new floors, putting up new ceilings and putting in new furniture. The building is now in excellent condition.

The Hawkins Street and Hamburg Place buildings are in a very satisfactory condition, and serve their purpose well. The Hamburg Place School, however, is very much crowded. The erection of the Ann

Street house, which will be ready for use next September, at the furthest, will greatly relieve this school.

The school accommodations of the Thirteenth Ward are exhausted to the last seat, and numbers are waiting for admission.

The new house now being erected on Waverly avenue will afford much needed relief for this locality. When this house is completed, I hope the Board will be able to remove one, at least, of the partitions placed last summer in the Morton Street house on the upper floor. The room for the senior class is altogether too much cramped and crowded for health and good work.

The sash in the partitions, when lowered, extends so far above the wainscoting that the view from the platform of the vice-principal is seriously obstructed. This should be corrected at once.

This school is very crowded, especially in the primary classes. The rooms are massed together, and being only of medium size, many children are gathered in a small space. The yard also being small, the opportunities for ventilation and exercise are very limited. I do not hesitate to say that too many children are crowded into and upon these premises.

The division of the main room on each floor in the Eighteenth Avenue School increases the number of classes in this building to twenty, including the class in the room formerly occupied by the principal as an office, he removing his office to the small room adjoining. This was fitted up with book-case, tables, etc., and the principal pronounces it a very satisfactory office.

Monmouth Street School is in excellent order, and is

kept so. The school is well filled and very soon will be entirely insufficient to accommodate the children of that district.

The new house on Waverly avenue was not begun one moment too soon. It should be completed as promptly as can be.

The Miller Street School is filled to overflowing. More room must be provided for this school by the April term or not later than September. The premises are in good condition. The additional ground purchased will prove a great convenience to the school in protecting the light and the surroundings.

The buildings of the Fifteenth Ward are in very satisfactory condition. The new house now being constructed on Warren street, Seventh Ward, will enable the Seventh Ward to accommodate some of the grammar school grades now attending the Central Avenue School. This will, in a measure, relieve the pressure that is beginning to be felt in the Central avenue district.

The activity and efficiency of the various committees having in charge the construction, repairing and furnishing of the school buildings have continued unabated.

As has been noted in previous reports, the Board of Education should study carefully the increase and location of the population, as the city extends its limits, that it may be prompt and early in securing sites for the new buildings that are sure to be needed. I would repeat again, that these sites should be so located and of such size that it will hardly be possible to obstruct the light or ventilation, or in any way

impair the surroundings so necessary to the health, convenience and prosperity of the school.

I deem these considerations imperative, and they should always control the location and size of every school site.

I am glad to note that the Building Committee has, to some extent at least, recognized a type of school building, and that this recognizes not only the importance of, but the necessity of a hallway through the house. This hall greatly aids the incoming and outgoing, and all other exercises and movements of the school. It also makes it easy to ventilate the entire building.

My own preference, for many reasons that I will not take time or space now and here to state, is separate or independent class rooms, with a hall for general assembly in some part of the house. This hall can be so constructed and arranged that it could be used for the gymnastic or physical culture work, which, without doubt, will very soon become a *very* important part of our school course. Every new building should provide fully for this coming demand.

It seems clear to me, and I think, to all thinking persons, that something more than the mere conning and reciting of routine book lessons will soon be demanded by the intelligence of the community. And I take it as a prudent and wise measure to anticipate this, and so construct our school buildings that they may not only permit, but be well adapted, to the extension and improvements that may be introduced into our course of school instruction.

As to some features that should receive considera-

tion in the construction of school buildings, I would refer to the Annual Report for 1890 and 1891, pages 40-46, where these points are presented somewhat in detail.

### REGULAR ATTENDANCE.

Among the many factors that enter into the strength and progress of the school, none is of more vital importance than the regular attendance of the pupil.

The system may be complete, the course all that could be desired, the programme of exercises practically perfect, the teachers competent; if the pupil is not regularly present, all these excellencies just noted count for, I may say, nothing. Not only does the frequently absent pupil lose, but the class is seriously hindered and disturbed, the teacher's labor greatly increased and the general progress of the whole school, whether it contain many or few classes, retarded.

I find upon investigation that irregular attendance is an evil that is peculiar to American schools. Absence from school is an evil that demands severe attention by not only those in direct charge of the schools, but also by the citizens of this republic. If we allow those who will soon become the voting citizens of this country to grow up in ignorance and under the vicious influences of an idle street life, a day of reckoning, for the State, will come by and by that will not, I fear, be easy to settle.

I take it, however, that the consensus of opinion of the community at large is, that regular attendance at school should be insisted upon and enforced, if needs be, by a judicious compulsory school law.

Allow me for a moment to call attention to the wide difference between the attendance in the United States and Germany. It is stated upon reliable authority that in Berlin, the capital of Germany, with a population of over a million and a corresponding school population, not a dozen children who ought to be in school are absent. The streets are absolutely free from children of school age during school hours.

It is not necessary, or desirable, even here, to discuss at length this question. My purpose is, in the light of prudence and wisdom, to direct the attention of the school authorities, the teachers and the community to its importance, as a protection against future trouble.

How shall the regular and punctual attendance of the pupils enrolled in our schools be secured? The first necessity in bringing this about is a strong public sentiment in its favor. The parents and patrons of the schools must feel and acknowledge its importance, and then carry into practice their convictions. This sounds well as we read it. But if this strong public sentiment does not exist, how shall it be implanted in the community?

The following tables are of interest, as they show the growth as to enrollment, membership and average attendance, increase and decrease in different localities. The statistics reveal results, and in most cases enable us to indicate the cause or causes that produced them. The greater the number of reliable facts gathered concerning the condition, facilities, growth and development of our school system in all its essential elements, if they are intelligently studied and used, the more we

shall know as to the needs of our schools, and how to supply them and remedy existing defects:

### ENROLLMENT.

Day Schools.....	25,757
Evening Schools.....	3.451
<hr/>	
Total .....	29,208

The following table shows the enrollment, attendance, etc., in the different schools, from September, 1890, to September, 1891:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.
Normal and Training				
Sch.—Normal Dept.	83	81	72	88.8
High School .....	920	788	722	91.4
Grammar Schools....	6,032	5,095	4,650	91.2
Primary Schools. ....	18,066	13,600	11,917	87.5
Industrial Schools....	414	221	182	82.3
Colored School.....	242	171	135	78.9
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Total.....	25,757	19,956	17,678	88.5

The following table shows the increase or decrease in the different schools for the year 1891 over the year 1890:

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal and Training						
Sch.—Normal Dept. ....	2	2	--	---	--	---
High School .....	12	-	---	10	---	4
Grammar Schools.....	222	-	226	--	194	--
Primary Schools.....	342	-	398	--	402	--
Industrial Schools....	38	-	---	10	---	10
Colored School.....	8	-	4	--	1	--
Total.....	622	2	630	20	597	14
Net increase.....	620	-	610	--	583	--

Of the 25,757 enrolled for the year,

1,052	were between.....	5	and 6	years of age.
3,212	" .....	6	" 7	" "
3,423	" .....	7	" 8	" "
3,162	" .....	8	" 9	" "
2,881	" .....	9	" 10	" "
2,804	" .....	10	" 11	" "
2,607	" .....	11	" 12	" "
2,411	" .....	12	" 13	" "
1,856	" .....	13	" 14	" "
1,182	" .....	14	" 15	" "
591	" .....	15	" 16	" "
315	" .....	16	" 17	" "
148	" .....	17	" 18	" "
113	were over .....	18	" "	" "

The following table shows, in a convenient form, the variation in attendance of the pupils of respective ages for 1890 and 1891 :



1890.	1891.					In- crease.	De- crease
1,121	1,052	were between 5 and 6 years of age,				--	69
3,116	3,212	"	6	"	7	"	96 --
3,127	3,423	"	7	"	8	"	296 --
2,946	3,162	"	8	"	9	"	216 --
2,731	2,881	"	9	"	10	"	150 --
2,872	2,804	"	10	"	11	"	-- 68
2,589	2,607	"	11	"	12	"	18 --
2,534	2,411	"	12	"	13	"	-- 123
1,850	1,856	"	13	"	14	"	6 --
1,118	1,182	"	14	"	15	"	64 --
598	591	"	15	"	16	"	-- 7
304	315	"	16	"	17	"	11 --
137	148	"	17	"	18	"	11 --
94	113	were over		18	"	19	--
<hr/>						<hr/>	
25,137	25,757					887	267
Net increase.....						620	

Number of children attending private schools—  
census 1891 :

1st Ward	497
2d "	254
3d "	151
4th "	117
5th "	419
6th "	676
7th "	836
8th "	993
9th "	166
10th "	276
11th "	435

12th Ward .....	2,799
13th " .....	1,974
14th " .....	57
15th " .....	289
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Total .....	9,939

### TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1891, are shown in the following table:

	Male.	Female.	Total.
Normal and Training School—			
Normal Department .....	1	2	3
High School .....	8	16	24
Grammar Schools .....	17	120	137
Primary Schools .....	6	267	273
Industrial Schools .....	--	5	5
Colored School .....	1	3	4
Special Teachers .....	2	1	3
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Total .....	35	414	449
June, 1890 .....	35	408	443
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Increase ..	--	6	6

The following changes of note occurred among the teachers during the past year:

The resignation of Mr. Stephen S. Day from the principalship of Newton Street School, dating from

April 1, 1891. Mr. Day was appointed principal of South Tenth Street School, primary, January 1, 1880. He continued in this position until September 1, 1883, when he was transferred to the principalship of Newton Street Grammar School, where he served until his resignation, as noted above. In these positions Mr. Day showed himself an enthusiastic, devoted and highly successful teacher and principal. He won the confidence and esteem of his pupils, teachers and patrons, and the principals generally of the city. His health becoming somewhat impaired, he left his much-loved profession to engage in the more active duties of business. The good wishes of his many friends attend him.

Upon the resignation of Mr. S. S. Day from the Newton Street School, Mr. J. L. Terwilliger was transferred from the principalship of Camden Street Primary School to the position of principal of Newton Street School, dating from April 1, 1891. Thus far the school has, under the administration of Mr. Terwilliger, sustained its previous excellent record.

Mr. Arnold Voget was appointed principal of the Camden Street Primary School, dating from May 1, 1891. He was for many years a successful principal of the Beacon Street German-English School.

Mr. Frank G. Gilman, of Union, N. Y., and a graduate in excellent standing from Cornell University, was appointed teacher in the Male Department of the High School, dating from September 1, 1891. Mr. Gilman comes to the High School with some four years of successful experience. The indications are that he will render good service.

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## OBITUARY.

The death of Miss Olivia E. Stonelake, for some time a teacher in the Training Department of the Normal and Training School, occurred January 30, 1891. Miss Stonelake was a woman of fine character and noble purposes. She was noted for her patience and devotion to her work. She never slighted or neglected her duty. Her health failed; she struggled to overcome the insidious disease, but after lingering for many months she was called to her final home. Miss Stonelake was respected and beloved by her pupils and associate teachers, and all others who knew her.

Miss Harriette E. Sickles, for years a very successful teacher in the Newton Street School, suddenly died while on a visit in the West, April 23, 1891. Miss Sickles was a teacher of great ambition and perseverance. She possessed a truly missionary spirit in her profession, and was always willing and ready to sacrifice herself for the good of others. Her sympathies and purposes were active and comprehensive.

The teachers of our city and the community were startled and saddened by the unexpected death of Miss Elizabeth V. Brant, of Morton Street School, which event occurred December 3, 1891. Miss Brant was a teacher of unusual qualities of head and heart. She commenced service in the schools of the city, November 1, 1870. Thus she served the city twenty-one years; all of this long period was in Morton Street School.

She was appointed vice-principal of the Grammar Department, but in consequence of her cares and burdens at home in watching and caring for a sick father, who died but a few days previous to her own death, she declined the position. She was ever true to her duty and convictions, and would not accept a position to which she could not fully devote herself.

The prominent traits in her character were devotion and conscientious performance of duty. She was universally respected and beloved.

Suitable notice of these cases will be given, at a proper time, by the Teachers' Institute.

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## KINDERGARTEN CLASSES.

In approaching the discussion of the various departments and grades of schools in our system, I wish to say that I have done this in previous reports to the Board and, therefore, do not think it necessary to repeat it at length here. Still, there is from year to year progress in some directions, at least, we hope. This onward movement brings into notice many points of interest that seem to require consideration.

Among those I wish to notice, and in so doing to direct the attention of the Board to, is the relation that should and does exist between the Kindergarten spirit and methods, and the primary and advanced grades of our schools.

Notwithstanding the long time the Kindergarten

methods have been accepted by thinking educators and have been in use in some localities, there still seems to be much misconception as to the true function of the Kindergarten. Many think of it as a play school, to amuse the children only; to keep them out of mischief and out of the mother's way. All idea of education in its true and highest sense is entirely ignored. This want of a right conception of the true place and use of the Kindergarten, is the most serious difficulty with which its friends have to contend.

The truth is, for purposes of developing and training the activities of the child and giving him correct and clear elementary conceptions of things and their obvious relations, and teaching him in a practical way his proper behavior and duty to his fellow school-mates and associates, and to bring into active exercise all the better instincts and powers of child nature, no method of elementary training ever equaled it. Its success in securing these results is beyond doubt.

I desire to see, at a very early day, all the children who enter the primary school course do so through the Kindergarten. I would therefore recommend that a class of the youngest children in each primary school and primary department be so organized and supplied with the means for work, that it can be taught for at least five months of the school year in the spirit of the Kindergarten methods.

If all the children who enter the primary schools at five years of age could be thus instructed, the character and quality of the instruction in our primary course, and grammar, too, for that matter, would be greatly benefited.

The training given to our teachers in the theory and methods of Kindergarten work will be noticed and explained under the head of the Normal and Training School.

### PRIMARY SCHOOLS.

Number of distinct primary schools.....	20
Number of classes in same.....	128
Increase over last year.....	2
Number of primary departments in grammar school buildings.....	18
Number of classes in same.....	136
Total number of primary classes .....	264
Increase of primary classes for the year....	2

These classes contained in the enrollment, 18,311 ; in the average enrollment, 13,651; average per teacher on the enrollment, 69.3 ; average per teacher on the average enrollment, 52.

The growth and improvement of these schools is certain and steady. Their influence in our system and through all the advancing grades is clearly seen.

There is much in them worthy of commendation and calculated to encourage us. Numbers not only keep up, but increase from year to year ; the discipline is becoming easier to the teachers and more acceptable to the patrons; the attendance is, on the whole, good; the teachers generally are alive to the importance of their work, and are accordingly making better preparation for it. Also, as noted last year, there is an almost entire absence of friction or antagonism. Occasion-

ally a little of this appears, but it readily yields to good counsel and suitable measures.

Notwithstanding these worthy features, these schools are not above criticism. Among the points to which I wish to direct the attention of the Board, the principals and the teachers generally, are the following :

The tendency of the teacher to fall into lifeless and routine methods of teaching and conducting the various exercises of the class. This is an insidious evil which requires all the intelligence and vigilance the teacher can command to avoid it. It is not uncommon to find teachers presenting and teaching the same subjects in precisely the same dull, mechanical way year after year, without any variation as to method or illustration. Of course, under such influences, the teacher becomes mechanical, narrow and lifeless, and therefore, under that great law in nature that "like produces like," the class becomes likewise. The remedy for this on the part of the teacher is, every lesson given, every exercise conducted, should be a new creation, should be permeated with all the life and enthusiasm the earnest teacher can put into it.

Another tendency is to waste time in making changes from one lesson or exercise to another. I fear this evil is not realized to its full extent. I have known instances where from fifteen to eighteen minutes of a twenty-five minute exercise have been given to getting ready. A class properly organized, well trained and thoroughly in hand, can at any time be passed from one exercise to another in good order and ready for work in from thirty to sixty seconds. Time is too precious to be thus wasted, to say nothing of the habits the pupils



will fall into under such dawdling methods. I trust those who have consumed time in this way will correct the practice.

The fact that a large proportion of the pupils enrolled in the schools are in the primary classes, makes it all the more necessary that the time be efficiently and economically used. I consider the condition of these schools in the main satisfactory.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Normal and Training—				
Training Department..	6	283	239	47
Burnet Street .....	6	317	293	53
State Street.....	10	465	414	47
James Street.....	3	126	100	42
Washington Street .....	5	247	214	49
Marshall Street.....	5	238	209	48
Lawrence Street.....	5	209	183	42
Commerce Street.....	5	197	169	39
Colored.....	3	118	91	36
Lafayette Street.....	10	536	454	54
Newton Street.....	7	413	372	59
South Tenth Street.....	13	710	627	55
Camden Street.....	12	634	552	53
Thirteenth Avenue.....	9	530	649	59
Wickliffe Street Annex...	3	174	146	58
Wickliffe Street.....	6	274	240	46
Summer Avenue.....	6	334	296	56
Webster Street.....	6	262	232	44
Franklin.....	8	422	369	53
Elliott Street.....	5	248	214	50
Chestnut Street.....	7	334	285	48
Oliver Street.....	6	291	261	49

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
South Street.....	8	379	338	47
Walnut Street.....	8	334	294	42
Houston Street.....	2	118	106	59
South Eighth Street.....	6	333	286	56
Roseville Avenue.....	6	339	301	57
North Seventh Street....	6	257	220	43
South Market Street.....	6	350	301	58
Hamburg Place.....	11	641	569	58
Hawkins Street.....	6	320	267	53
Clover Street.....	2	95	82	48
Morton Street.....	11	605	527	55
Eighteenth Avenue.....	12	660	585	55
Monmouth Street.....	14	793	694	57
Miller Street.....	9	470	404	52
Central Avenue.....	7	369	323	53
Lock Street.....	4	226	195	57
Total.....	264	13,651	12,101	52


## AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September ...	2,570	3,192	3,512	4,752	14,026
October.....	2,586	3,165	3,429	4,843	14,023
November....	2,508	3,128	3,365	4,726	13,727
December....	2,429	3,037	3,305	4,470	13,241
January .....	2,476	3,113	3,349	4,623	13,561
February ....	2,435	3,103	3,317	4,556	13,411
March .....	2,394	3,005	3,309	4,571	13,279
April .....	2,355	3,040	3,423	5,172	13,990
May ... ..	2,312	2,985	3,424	5,117	13,838
June.....	2,198	2,877	3,260	4,917	13,252
Average..	2,426	3,065	3,369	4,775	13,635

## GRAMMAR SCHOOLS.

These schools have fully demonstrated their importance and efficiency in our system of public instruction. Their importance lies chiefly in the fact that a very large number of those who advance beyond the primary grades finish their school course here. This gives great significance to the grammar grade course. It should be complete in itself, not merely a preparation for admission to the High School, which I am sorry to say is the idea of some, even teachers. The dominant purpose of every course of study should be to furnish the opportunity and the means of developing, training and cultivating all faculties and powers of the pupil to the highest degree of efficiency possible, and then, if the advanced grades are logically related to the full course from the lowest to the highest, the pupil will have received the best possible preparation for the advanced grades. The tendency on the part of the teacher to prepare for the examination, that will admit to the next grade, is very great, I may say, almost irresistible. This desire on the part of the teacher for the grade advancement of the pupil is right and commendable when subordinated to the best interests of the child. The teacher should never lose sight of the pupil while looking at the examination and the promotion.

The grammar schools in their organization, classification and gradation are well calculated to accomplish the purpose for which they exist. Their growth is steady and decided. The management and instruction in the main are commendable and worthy of the confi-



dence of the Board and the community. The teachers are experienced and generally successful.

I think, however, the quality and quantity of work done in them can be and should be considerably improved. I shall refer to this more in detail under the head of extension of the course for the primary and grammar schools.

The following tables show the number of classes in these schools, the average enrollment, average attendance and the number of pupils per class; also the average enrollment by grades. The classes, with an exception or two, are of good size; the average for all the grammar classes in the schools being forty-three. This is not a bad showing as to attendance:

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Burnet Street .....	8	337	319	42
Washington Street .....	9	328	296	36
Lawrence Street .....	7	283	257	40
Colored .....	1	53	44	53
Lafayette Street .....	6	247	222	41
Newton Street .....	10	435	406	44
South Tenth Street .....	3	129	121	43
Camden Street .....	1	52	48	52
Summer Avenue .....	8	361	332	45
Webster Street .....	6	297	272	50
Elliott Street .....	2	79	71	40
Chestnut Street .....	8	303	276	38
Oliver Street .....	9	383	347	43
South Street .....	1	49	43	49
South Eighth Street .....	9	389	354	43
South Market Street .....	6	254	231	42
Hamburg Place .....	3	158	145	53

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Morton Street.....	8	331	299	41
Eighteenth Avenue.....	6	243	220	41
Monmouth Street.....	2	108	101	54
Miller Street.....	7	304	272	43
Central Avenue.....	7	313	281	45
<hr/>				
Total.....	127	5,436	4,957	43

## AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September .....	902	1,252	1,678	2,043	5,875
October .....	897	1,220	1,663	2,034	5,814
November .....	873	1,199	1,627	2,004	5,703
December .....	851	1,174	1,577	1,982	5,584
January .....	833	1,151	1,575	2,000	5,559
February .....	821	1,123	1,562	1,974	5,480
March.....	809	1,099	1,527	1,944	5,379
April.....	770	1,063	1,467	1,903	5,203
May.....	758	1,030	1,417	1,842	5,047
June .....	739	1,007	1,364	1,769	4,879
<hr/>					
Average .....	825	1,132	1,546	1,949	5,452

The examinations for admission to the High School took place in the High School building, June 23d and 25th, 1891, and were conducted by the Superintendent under the direction of the Committee on Examinations.

The arrangements were complete in all respects. The pupils accepted the conditions without question. In consequence of a good number receiving honorary graduation, the Superintendent was able to place all

the candidates for examination in the High School, thus avoiding the necessity of dismissing the Lawrence Street School, as had been the custom for several years past.

The attention and faithfulness of the pupils throughout the two days of the examination were warmly commended by all the teachers in charge.

The number of applicants was 744; girls, 447; boys, 297; an increase of 50 over last year.

The number graduated, 661; girls, 402; boys, 259; an increase of 93 over last year.

Of the number graduated, 390 were admitted by "honorary graduation," girls, 257; boys, 133; an increase of 17 over last year; and 271 by examination, girls, 145; boys, 126; an increase of 76 over last year.

The number rejected, 83; girls, 45; boys, 38; a decrease of 43 from last year.

Of the 744 applicants, 88.8 per cent. were admitted, and 11.2 per cent. rejected.

#### GRAMMAR.

1, 2, 3, 4. Write a composition of not less than thirty lines upon the following subject:

Describe the Prudential Insurance Building now being erected on the corner of Broad and Bank streets.

*The teacher in judging the composition will note the following points:*

- (a) *Character of thought.* (b) *Clearness of expression.*
- (c) *Capitals, punctuation, spelling and paragraphing.*
- (d) *Neatness and arrangement.*

5. Write one or more sentences illustrating the use of the personal, relative, interrogative and adjective pronouns. Parse each pronoun.

6. Define a clause; a modifier. In one or more sentences illustrate the use of the dependent clause; the independent clause; also the use of an adjective and adverbial phrase. Designate each.

7. Write one or more sentences illustrating the proper use of the words sit, set, lie, teach and learn. Parse each of these words.

8. Analyze the following :

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils ;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

9. What is meant by parts of speech? Define five of them.

10. Define mode, tense. In one or more sentences use correctly each mode and each tense.

#### GEOGRAPHY.

1. Give the shape, size and motions of the earth. Describe in full the effect of these motions.

2. Describe the position of the axis of the earth and the effect of such position. Define parallels; meridians. Give the use of each. Illustrate with a diagram.

3. What are zones of climate? Name, define and describe the zones as to location, temperature, productions and inhabitants.

4. Give the general law of climate, also two modifications of the law. Describe the conditions of plant life; of animal life.

5. Locate and bound the continents of the Western Hemisphere; of the Eastern Hemisphere.

6. What is meant by a state of society? Name and define the principal states.

7. What is the comparative area of the land and water surface of the earth? Compare the grand divisions of North America and Europe as to form, size, general surface, climate, most remarkable physical features and population.

8. Give a brief general description of the United States as to location, dimensions, surface, drainage, climate, productions and chief cities.

9. Compare Asia and Africa as to location, form, surface, population, commercial advantages, discoveries and explorations.

10. Draw a map of Pennsylvania, New Jersey, Delaware and Maryland as a group. Locate the capital of each, largest city of each, most important river in each, and the principal mountains.

#### HISTORY.

1. Give the name of the discoverer and the date of the discovery of the following: American Islands, North America, to India by Cape of Good Hope, South America, Pacific Ocean, a way around the world.

2. Give a brief account of the voyage to Virginia; the food, houses and sickness at Jamestown; John Smith and what he did.

3. Give a brief description of the home life in the



Colonies, as to kinds of houses, furniture, food and drink, dress, modes of travel, education and amusements.

4. Describe condensely the French and Indian War, as to its causes, duration, most important battles, leading general upon each side, and terms of settlement.

5. Give the particulars of the battle of Long Island; evacuation of New York; and General Washington's retreat to New Jersey.

6. Give the particulars of the battle of Princeton and the capture of Burgoyne's army.

7. Describe the purchase of the Territory of Louisiana and the treason of Aaron Burr.

8. Describe the Missouri Compromise and the Monroe Doctrine, giving their purpose and the effect of each upon the United States.

9. Give some account of General McClellan's movement up the Peninsula; the siege of Yorktown and the battle of Williamsburg.

10. Give the particulars of General Lee's surrender to Grant and General Johnson's surrender to Sherman and the close of the war. What political questions were settled by this war?

#### ARITHMETIC.

1. The distance from Boston to Albany is 202 miles, from Albany to Buffalo, 298 miles. How long will it take a train to pass over the road at the rate of 28 miles an hour, allowing 2 hours for detentions, between Boston and Albany, 1 hour at Albany and 3 hours between Albany and Buffalo?

2. Ten bales of cloth containing 12 pieces each, 42 yards in each piece, were made into overcoats, each requiring

4 yards. These garments were sold at \$25.75 each. The purchaser gave a four months' note. At the expiration of 1 month the holder had the note discounted at the bank, rate 6 per cent. How much cash did he receive?

3. How many planks 8 inches wide and 16 feet long will it require to plank the roadway of a bridge  $\frac{7}{8}$  of a mile long, each plank reaching from side to side? What will the planking cost at 8 cents per square foot?

4. Estimate the cost of feeding a pair of oxen through the winter (90 days), if 1 ox weighs 1,772 pounds and the other 1,431 pounds, and hay worth \$13.75 per ton, and each allowed  $\frac{1}{8}$  of his weight in hay each day.

5. If one bushel or 60 pounds of wheat make 48 pounds of flour, how many barrels of flour can be made from the contents of a bin 10 feet long, 5 feet wide, and 4 feet deep, filled with wheat? What will the flour cost at \$7 per barrel?

6. An agent sells 1,100 barrels of flour at \$4.50 and charges  $2\frac{1}{2}$  per cent. commission. He invests the proceeds in steel, at  $1\frac{1}{2}$  cents a pound, charging  $1\frac{1}{2}$  per cent. commission. What is his entire commission, and how many tons of steel (2,240 pounds to a ton) does he buy?

7. On a note of \$2,500, dated September 5, 1875, were paid January 29, 1876, \$50, and July 1, 1877, were paid \$500. The rate 6 per cent. What was due September 5, 1877?

8. Wishing to find the weight of a block of marble 5 feet long, 2 feet wide and  $1\frac{1}{2}$  feet thick, I weighed a smaller block 6 inches long, 4 inches wide and 2 inches thick, and found it weighed 4 pounds, 5 ounces. What was the weight of the larger block?

9. R. & P. engaged in trade. R. had in trade \$1,000 from January 1st till April 1st, when he withdrew \$550. July 1st he added \$700. P. had in trade \$3,000 from

February 1st to October 1st, when he added \$300 more. November 1st he withdrew \$900. The gain was \$3,500. What was each man's share of gain?

10. Analyze: In a granary there is twice as much rye as wheat, twice as much wheat as buckwheat, and one-third as much barley as rye. There are 125 bushels in all. How much of each kind?

#### SPELLING.

Early in the morning I sauntered through the dear old tranquil streets, and again mingled with the shadows of the venerable gateways and churches. The rooks were sailing about the cathedral towers; and the towers themselves, overlooking many a long unaltered mile of the rich country and its pleasant streams, were cutting the bright morning air, as if there was no such thing as change on earth. Yet the bells, when they sounded, told me sorrowfully of change in everything; told me who had lived and loved and died, while the reverberations of the bells had hummed through the rusty armor of the Black Prince.

The method of testing the proficiency in spelling was different from that used in previous years.

The test consisted of two parts. The first was a selected paragraph of good prose, of the grade and style of composition as to selection of words and construction, as was thought to be suited to the senior grade of the grammar schools. The selection was dictated to the pupils, who wrote it as dictated. The second test was the examination of one page of one of the examination papers of each candidate as to the correctness of the spelling. This page contained about forty lines, aggregating about two hundred words.

The papers of both tests were examined by a board of examiners consisting of eight persons, divided into four divisions of two each. Under this arrangement each paper was examined twice by two different persons. This rendered mistakes in marking the papers almost impossible.

The plan was received by teachers and pupils with much favor. The results were very satisfactory. I think more so than in any previous examination in spelling.

SCHOOL.	Applicants.		Admitted.		By Examination.		Rejected.	
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street .....	39	28	27	7	10	19	2	2
Washington Street .....	26	20	8	5	16	15	2	-
Lawrence Street .....	23	16	18	11	-	2	5	3
Colored .....	4	5	4	2	-	-	-	3
Lafayette Street .....	20	9	13	4	1	2	6	3
Newton Street .....	30	22	14	4	14	17	2	1
Summer Avenue .....	60	33	31	13	29	19	-	1
Webster Street .....	23	14	11	9	6	2	6	3
Chestnut Street .....	41	21	22	15	16	4	3	2
Oliver Street .....	37	32	31	28	-	1	6	3
South Eighth Street .....	33	20	19	8	13	10	1	2
South Market Street .....	17	15	9	7	6	7	2	1
Morton Street .....	16	16	14	8	2	6	-	2
Eighteenth Avenue .....	10	11	7	2	1	8	2	1
Miller Street .....	39	17	16	3	19	7	4	7
Central Avenue .....	21	9	13	7	6	2	2	-
Private .....	8	9	-	-	6	5	2	4
Total .....	447	297	257	133	145	126	45	38
Total .....	744	390	271	83				
Average Age of Girls Admitted .....	14	10	Average Age of Girls Rejected .....		15.			
" " Boys .....	14.8	15.	" " Boys .....		15.			
General Average .....	14.9	15.	General Average .....		15.			

In regard to the merits and advantages of the present plan of examinations and promotions I can only refer to what I said last year on pages 64-65, with an urgent repetition of the recommendation there made that the pupil's daily work as recorded on his card should enter into the estimate of his standing and fitness for promotion and graduation, as well as the annual and semi-annual examinations. The pupil should receive at the close of the year credit for the results of his year's work as found upon the card and records of the school, attested by the signatures of the principal and the class teacher. This is just to the pupil. If these records are not reliable they should not be made to mislead and deceive child and parent.

# HONORARY GRADUATIONS AND PROMOTIONS JUNE, 1901.

6

SCHOOL.	Commerce Department				Polytechnic Department				Total
	ent	ad	ad	oth	ent	ad	ad	oth	
Normal and Training--Training Dept									
Burnet Street	34	28	21	23	0	7	0	14	30
State Street					7	30	23	0	174
James Street					0	24	71	7	115
Washington Street	13	13	10	20	10	13	21	24	144
Marshall Street	29	17	18	10	13	19	7	32	71
Lawrence Street					20	18			114
Commerce Street	6	4	4	7	8	3			65
Colored	17	30	23	11	32	41	34	23	217
Lafayette Street	18	23	13	39	13	7	23		140
Newton Street			5	13	6	10	17	5	90
South Tenth Street				9	13	18	27	27	47
Camden Street					13	13	23	27	86
Thirteenth Avenue					4	4	1	1	10
Wickliffe Street Annex	44	13	11	10	17	24	20	19	174
Wickliffe Street	20	13	19	10	10	13	22	0	140
Summer Avenue					10	13	13	3	40
Webster Street									
Franklin									

HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1891.—Continued.

SCHOOL.	Grammar Department.				Primary Department.				TOTAL.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Elliott Street.....	--	--	12	7	11	14	18	30	92
Chestnut Street.....	37	22	31	36	20	10	11	17	184
Oliver Street.....	59	48	48	26	10	13	20	21	245
South Street.....	--	--	--	7	11	11	1	--	30
Walnut Street.....	--	--	--	--	24	41	39	30	134
Houston Street.....	--	--	--	--	--	--	21	2	23
South Eighth Street.....	27	8	13	8	5	4	15	9	89
Roseville Avenue.....	--	--	--	--	10	10	15	12	47
North Seventh Street.....	--	--	--	9	23	25	17	4	78
South Market Street.....	16	24	9	15	13	4	15	4	100
Hamburg Place.....	--	--	20	23	38	41	29	58	209
Hawkins Street.....	--	--	--	--	10	20	19	9	58
Clover Street.....	--	--	--	--	4	7	5	11	27
Morton Street.....	22	17	37	25	24	24	21	25	195
E ghteenth Avenue.....	9	4	16	4	2	9	21	40	105
Monmouth Street.....	--	--	--	38	24	33	31	56	182
Miller Street.....	19	11	10	14	16	13	24	14	121
Central Avenue.....	20	15	12	25	10	11	10	2	105
Lock Street.....	--	--	--	--	--	11	9	15	35



## SUMMARY AND COMPARISON OF 1890 AND 1891.

## GRAMMAR DEPARTMENT.

Honorary Graduations, 1891.....	390	
“ “ 1890.....	<u>373</u>	
Increase.....		17
Honorary Promotions, 1890.....	1,192	
“ “ 1891.....	<u>1,049</u>	
Decrease.....		<u>143</u>
Net Decrease.....		126

## PRIMARY DEPARTMENT.

Honorary Graduations, 1890.....	532	
“ “ 1891.....	<u>462</u>	
Decrease.....		70
Honorary Promotions, 1890.....	2,013	
“ “ 1891.....	<u>1,873</u>	
Decrease.....		<u>140</u>
Total Decrease.....		210
Decrease, Grammar Department.....	126	
“ Primary Department.....	<u>210</u>	
Total.....		336

## HIGH SCHOOL.

This school continues to grow in numbers and efficiency. As has been said many times in previous reports, its influence upon the entire public school system is all controlling. Its strength and importance in this direction are greater to-day than ever before in its history.

The attendance is large and is becoming, from year to year, more steady and reliable. This is evidenced by the increase in the number of graduates.

All the departments are now well related to one another, and fairly well coördinated. The unity and integrity of the school seem better established than at any time heretofore. Its future is promising.

The prominence given to the practical sciences of chemistry, physics and the theory and application of electricity, also the demands of commercial life, as found in the commercial department, is well appreciated, as is clearly shown by the large numbers that select these courses.

I would again call attention to the great advantage that would come to the male department, especially to the members of the classes pursuing the physical sciences and their applications, by providing a shop in which the boys could do much of the mechanical work so necessary in the prosecution of their laboratory work. This shop can readily be provided at small expense on a small plot of ground in the rear of the building. This plot is now of no use to the school. I would urge the building of this shop.

The departmental plan introduced a year ago into the female department is proving itself valuable. While there are some seemingly weak plans, it is concentrating the energies and best qualifications of the teachers upon those subjects which they are by nature and attainments best qualified to teach. This is a great gain both to teacher and pupil.

The progress in the literary and classic English course is highly satisfactory. The pupils are not only interested, but they are delighted, and in many instances enthusiastic. The teachers assure me that the culturing and refining influence is decided, and that the love for reading and the taste for the best literature are being developed in a marked degree.

The hopeful words said last year in this direction are meeting with confirmation.

The attendance is very large and is steadily growing. The tendency to fall out before the completion of the course, though stronger than it should be, is growing less every year. More pupils are looking forward to an advanced course in the college and the university or the technical and professional schools. Also more of our young people, male and female, are beginning to realize more than ever before that a high order of intelligence and practical training are necessary to insure success in life. The idea that a very little education is sufficient for the mechanic and the business man generally, is being supplanted by that truer and larger idea that the liberally educated workman, mechanic and business man are worth more to the society than the ignorant and untrained.

I trust the time is not far in the future when a large

proportion of the pupils entering the High School will complete the full course.

The following table shows the number of graduates for each year since 1862, thirty years :

Year.	Males.	Females.	Total.
1862 .....	8	--	8
1863 .....	8	22	30
1864 .....	6	8	14
1865 .....	6	13	19
1866 .....	8	16	24
1867 .....	4	23	27
1868 .....	4	25	29
1869 .....	6	30	36
1870 .....	7	34	41
1871 .....	9	19	28
1872 .....	10	30	40
1873 .....	13	26	39
1874 .....	14	18	32
1875 .....	14	33	47
1876 .....	17	46	63
1877 .....	19	41	60
1878 .....	32	47	79
1879 .....	24	48	72
1880 .....	26	39	65
1881 .....	24	46	70
1882 .....	21	53	74
1883 .....	27	48	75
1884 .....	30	40	70
1885 .....	39	43	82
1886 .....	42	53	95
1887 .....	32	45	77
1888 .....	27	63	90

Year.	Males.	Females.	Total.
1889.....	37	61	98
1890.....	51	49	100
1891.....	37	67	104
<hr/>			
Total No. of graduates..	602	1,086	1,688

An average of fifty-six each year.

The graduates for this year were distributed as follows :

Scientific Course .....	3
Classical Course.....	4
Commercial Course.....	30
Ladies' Course.....	67
<hr/>	
Total.....	104

Of the entire number of graduates, seventy-four were of the four years' course, and thirty of the two years' course.

## COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

These exercises were held in Jacobs' Theatre, Thursday evening, June 18th. The attendance was large and appreciative. The exercises, as usual, were highly creditable to the institution.

## ORDER OF EXERCISES.

OVERTURE—"America," - - - - - *Tobani*

MUSIC—"Poor Jonathan," - - - - - *Millöcker*

ENTRANCE OF GRADUATING CLASS AT 8 O'CLOCK.

MARCH—Dedicated to the Class of '91, - - - *Voss*

ORATION—"The Wards of the Nation,"

JOSEPH KUSSY.

ESSAY—"What is Expected of the Young Girl's Essay,"

MISS EVELYN KIRK.

CHORUS—"Oh! Calm and Lovely the Evening Bells,"

GIRLS OF THE CLASS.

ESSAY—"Benjamin Franklin,"

C. FRED. BURDETT—COMMERCIAL SENIOR.

ESSAY—"Woman, Now and Then,"

MISS ELIZABETH B. BOURNE.

MUSIC—"The Song that Reached My Heart," - *Jordan*

CLASSICAL ESSAY—"Antigone, a Martyr to Truth and Duty,"

MISS GINEVRA F. TOMPKINS.

CHORUS—"On, On Swiftly We Glide,"

BY THE CLASS.

SCIENTIFIC ORATION—"The Undevout Chemist is Mad,"

JOSEPH LOWENSTEIN.

DUET—"Harp of the Winds,"

MISS E. B. BOURNE AND JENNIE B. DOWNS.

ESSAY—"Ophelia,"

MISS LEORA HARTPENCE.

MUSIC—"The Forge in the Forest," - - - *Michaelis*

ESSAY—"Katrina Van Tassel's Early History of Newark,"

MISS KATHERINE A. EVERDING.

CHORUS—"Beauteous Waltz,"

BY THE CLASS.

ESSAY—"Bravery and Courtesy in The Lady of the Lake,"

MISS EDNA S. SMITH.

CLASSICAL ORATION—"Savonarola, or the Power of Personal Influence,"

JOHN D. FITZGERALD.

MUSIC—"The Masqueraders," - - - *Hindley*

PRESENTATION OF THE CLASS FOR GRADUATION, BY E. O. HOVEY, PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS, BY EDWARD GOELLER, PRESIDENT OF THE BOARD OF EDUCATION.

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## GRADUATES OF 1891.

### SENIOR BOYS.

Henry W. Egner, Jr.,	Louis H. Holden,
John D. Fitz-Gerald, Jr.,	Joseph Kussy,
William Gauch, Jr.,	Joseph Lowenstein,
Evander W. Matteson.	

### SENIOR GIRLS.

#### *General Course.*

Laura E. Aber,	Florence E. Huttman,
Ada E. Baird,	Maud A. Johnson,
May V. Bassett,	F. Elizabeth Jones,
Hulda A. Baumann,	Evelyn Kirk,
Elizabeth Bourne,	Bertha A. Koyt,
Mabel Burnett,	Bessie M. Littell,

Emma M. Butler,  
 Jennie M. Carr,  
 Florence G. Carter,  
 Mary L. Caufield,  
 Martha M. Chenoweth,  
 Jessie M. Clute,  
 Cora M. Coleman,  
 Hattie M. Cook,  
 Helen Cook,  
 Lillian M. Courter,  
 Elizabeth K. Crane,  
 Mabel T. Crane,  
 Martha C. Douglass,  
 Grace M. Duffy,  
 Agnes J. Dunn,  
 Russie M. Dusenberry,  
 Katherine A. Everding,  
 Lula B. Evers,  
 Florence V. Farmer,  
 H. Adra Freeman,  
 Mary Geraghty,  
 Sallie E. Hadden,  
 Leora Hartpence,  
 Josephine E. Haws,  
 Harriet E. Hay,  
 Grace D. Hicks,

Sarah MacDonald,  
 Isabelle Meyer,  
 Marie R. E. Milzeg,  
 Addie M. Moore,  
 M. Theresa Overgne,  
 Elizabeth G. Parmley,  
 Maud Parmley,  
 Hattie L. Pettit,  
 Charlotte T. Philips,  
 S. Alberta Reuck,  
 Florence Richardson,  
 Elizabeth Rodamor,  
 L. Hilda Rose,  
 Florence E. Russell,  
 Eva C. Sherwood,  
 Edna S. Smith,  
 Mary B. Spencer,  
 Lillian Stumpf,  
 Jennie B. Stein,  
 Laura D. Sullivan,  
 Anne J. Sutphen,  
 Sarah P. Walker,  
 Sara H. Willis,  
 Helen E. Wilson,  
 Lillian F. Winchell,  
 Helen J. Woodruff,

Rosa Zimmerman.

#### SENIOR GIRLS.

#### *Classical Course.*

Jennie B. Dowits,

Ginevra F. Tompkins.



*Commercial Course.*

E. Babbitt,	Marcus L. Goldfinger,
r C. Benatre,	John G. Helmstaedter,
t J. Bruno,	Max Hemmendinger,
s Buckley,	George F. Kidd,
ederick Burdett,	Henry F. Marquardt,
rt W. Cartwright,	Robert McDougall,
Cavanagh,	Frank B. Merrill,
im T. Church,	Thomas L. Rothery,
r A. Conklin,	Joseph Schick,
r R. Cook,	Alfred Soden,
W. Davis,	James Stewart,
s A. Dodge,	Theodore A. Toering,
es T. Felter,	Rob't Van Benthuyzen,
im C. Fiedler,	Herbert E. Van Duyne,
Finnegan,	William Woerner.

**NORMAL AND TRAINING SCHOOL.**

e growing importance of this institution continues. The number in attendance increases from year to year, which may be considered conclusive evidence that the two years' course is appreciated and is not burdensome or unpopular.

The class entering last September numbered fifty—the largest during the history of the school. The best and diligence of the pupils are highly commendable. The spirit and enthusiasm of the school were so marked as now. The students in both junior and senior classes have a clearer conception of the profession they are preparing to enter, also they

appreciate the necessity of a thorough professional training for their work.

The provision made for observation and practice by the Normal students proves fairly successful. The juniors spend about two-fifths of the time in observation, and practice teaching in the training department of the Normal and Training School. The Normal class is divided into two equal divisions. One division, for three days, Tuesday, Wednesday and Thursday, in each week, for two consecutive weeks observes and does practice teaching; it then alternates with the other division for two consecutive weeks. Mondays and Fridays, both divisions attend the Normal department. These are general days, when lectures and written exercises are given by the Superintendent, principal and teachers of the Normal School, and the Kindergarten teachers; also full written reports and criticisms are presented by the observing division, setting forth the results of such observation and practice, also such suggestions as the student may desire to present. These exercises are among the most interesting, suggestive and valuable in the course. They are exceedingly well presented and supervised by the principal and his associate teachers. I commend them most emphatically.

The senior class observes and practices in the following grammar schools selected for this work, viz.: Burnet Street, Washington Street, Lawrence Street, Lafayette Street, Newton Street, Summer Avenue, Chestnut Street, Oliver Street, South Eighth Street, Morton Street, Miller Street and Central Avenue—twelve in number.

The seniors are divided into divisions same as the juniors, each division alternating with the other for two weeks in the Normal department and two weeks in the observation and practice department. This arrangement became necessary from the fact that the second year in the course requires observation and practice in the grammar grades. The training department of the Normal and Training School not containing any grammar grades, the necessity for selecting grammar schools for this purpose is readily apparent.

This plan has served this purpose much better than was at first thought possible. Experience enables us to remove difficulties which at first were not clearly apprehended or were thought to be insurmountable. The principals and grammar grade teachers generally have taken up this difficult and responsible work cheerfully and earnestly. The result, in the main, is satisfactory. Further improvements will be made as time and experience point the way and the means.

The chief objection by the principals to using the grammar classes for training purposes, was the loss they feared the grammar classes would sustain by the inexperience of the pupil teacher. This, however, is found to be more imaginary and theoretical than otherwise. The influence in many cases upon the regular class teacher when she realized the fact that her lesson or exercise was to be a model for observation and use by the observer, was to make her very careful in the preparation and presentation of her work. This really proves an advantage to the class.

In regard to the importance of the Normal and pro-

professional training of the teacher, I will venture to quote what I said in the report for last year :

“That the Normal instruction and training of the country needs to be placed on a higher and broader plane is admitted by all educators and friends of education. In proof of this we may call attention to the fact of the deep interest now taken in teaching as a science and a profession by a very large number of the colleges and universities. Schools of Pedagogy, of the same grade and holding the same relation to the college or university as law, medicine and theology, are being organized; chairs of pedagogy and educational science are established in many colleges, and the ablest and most eminent educators are called to fill them. I would call special attention to the School of Pedagogy connected with the University of the City of New York. Also to the Clark University, a recently largely endowed institution located in Worcester, Mass., of which Dr. G. Stanley Hall is President. Dr. Hall is one of the most eminent of living educators. One of the leading purposes of this university is to investigate by all the methods and through all the means known to philosophy and science, the history and development of the educational theories and systems that have been prominent in their influence upon the education and civilizations of the world. It is not difficult to understand that when education and the profession of teaching shall receive their full share of the time, research, investigation and experiment that these higher institutions give to all the other lines

of investigation and discovery, we shall be justified in expecting an equal advance."

On account of the crowded state of the Normal Department, it is suffering more than ever from lack of adequate accommodations. The school is sadly hindered in its best and most important work by the absence of absolutely necessary facilities. It has no opportunities for general lecture work, laboratory work, collection, exhibition and application of illustrative appliances, especially for physical culture work, and insufficient and badly distributed light. It is seriously disturbed by excessive and constant noise in the street, dust and unnamed nuisances surrounding it. I need not specify further.

In the light, then, of the important relation this school holds to the public schools of our city, nearly all the teachers being trained here, I submit that it should receive immediate attention with reference to better location and adequate accommodations.

The plan that has for several years past been presented to your body is still before you, and in my judgment, is the only one that is feasible and possible at the present time. Build a new and creditable High School building, and use the present High School building for a Normal and Training School. This is central—easily accessible from all parts of the city. An excellent Training School, containing all the primary and grammar grades, can be accommodated here. Also, library room, lecture room, laboratory for training the teachers in science teaching, assembly room, gymnasium, etc. This would give the High School a building worthy of

the city and the character and influence of the school, all accomplished by the erection of one building.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Average Enrollment.	Average Attendance.	Graduates.
1880.....	33	29	29
1881.....	28	25	27
1882.....	31	26	28
1883.....	37	34	36
1884.....	39	32	35
1885.....	36	32	35
1886.....	41	34	36
1887.....	55	49	53
1888.....	33	31	33
1889.....	43	40	--
1890.....	79	72	40
1891.....	81	72	43
Total.....	536	476	395

Of the nearly 400 graduates, with but few exceptions, they have rendered, or are now rendering, service in the public schools.

The senior class, numbering about forty, will graduate next June, raising the number to 435. Surely this is a good showing for the means at hand. When this institution shall be furnished with such conditions as it merits, it will command the respect and become the pride of the Board of Education.

The teachers of the Normal and Training School

are worthy of high commendation and all the consideration they receive.

## COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

A large audience assembled on Tuesday evening, June 30th, in Association Hall, to listen to these exercises. They were of a high order, and were much enjoyed.

### PROGRAMME.

OVERTURE—"Jolly Fellows," - - - - *Suppe*  
ORCHESTRA.

PRAYER.

SONG—"Voices of the Woods," - - - - *Rubinstein*  
BY THE CLASS.

Jessie M. Stout, *Accompanist.*

ESSAY—"Genius: Its Joys and Sorrows,"  
IDA LOESER.

SOLO—"When the Heart is Young," - - *Dudley Buck*  
LULU WESTWOOD.

ESSAY—"German Education,"  
(Examination Thesis in the History of Pedagogy)  
JESSIE M. STOUT.

MUSIC—"Vaudeville Echoes," - - - - *Hindley*  
ORCHESTRA.

ESSAY—"Iconoclasm of To-day,"  
M. EVELYN WIDMER.

SONG—"The Skylark," - - - - *King Hall*  
BY THE CLASS.

ESSAY—"The Aim and Purpose of Education,"  
(Examination Thesis)

MARION THOMAS.

MUSIC—"Marguerite," - - - - - *White*

ORCHESTRA.

ESSAY—"Physical Culture," . . .

RUTH E. HEALY.

SONG—"The Herdsman's Mountain Home," - *F. Abt*

BY THE CLASS.

ESSAY—"Dickens' Dinners and Dinners,"

CARRIE A. SHEPARD.

"BATTLE GETTYSBURG," - - - - - *Voss*

ORCHESTRA.

ADDRESS TO THE CLASS, BY WM. N. BARRINGER, PD. D.,  
CITY SUPERINTENDENT OF PUBLIC SCHOOLS.

PRESENTATION OF CLASS FOR GRADUATION, BY PRINCIPAL  
K. S. BLAKE, A. M.

AWARDING OF DIPLOMAS, BY CHARLES F. KRAEMER, CHAIR-  
MAN OF COMMITTEE ON NORMAL AND TRAINING SCHOOL.

CLASS SONG—Words by M. Evelyn Widmer, - *F. Abt*

MUSIC—

ORCHESTRA.

#### GRADUATES OF 1891.

Jennie M. Arbuckle,  
Ruth C. Battles,  
Anna W. Baxter,  
Della W. Beach,  
Mary A. Bradford,  
M. Florence Brown,

Katherine McDonald,  
Harriet E. McElhose,  
Hattie L. Oliver,  
Jeannette C. Price,  
Adelaide G. Putnam,  
Ida H. Reynolds,



n I. Cashion,	Bertha L. Ruckelshaus,
ed L. Clark,	Katherine F. Rudd,
er B. Dean,	M. Katherine Rummell,
A. Dearie,	Anna Scarlett,
T. Doty,	Carrie D. Schieck,
e L. Garner,	Carrie A. Shepard,
a L. Gogl,	M. Leanora Stevens,
Graham,	Jessie M. Stout,
ta A. Hadley,	Amelia Straus,
E. Healy,	Marion Thomas,
B. Johnson,	Madelene Tunison,
M. Leary,	E. May Van Ness,
aret M. Lenox,	Jessie E. Ward,
oeser,	Lulu Westwood,
beth B. McDonald,	M. Evelyn Widmer,
Jennie Wrigley.	

### SUMMER SCHOOLS.

the interest in and the patronage of these schools  
true. They supply a need and are recognized as  
it a necessity.

the parents appreciate them, the children are happy  
in them, and the teachers engaged in them enjoy the  
work and do not, as they feared they would, find them  
a heavy and unpleasant task.

Think the work done in them, while it should not  
be made irksome and monotonous, can be systematized  
and improved materially. These schools are designed  
to provide for the tendencies and habits of the pupils,  
rather than the carrying out of rigid and formal order  
exercises.

We wish, instead of turning them into the streets largely, especially those not able to leave the city for the summer vacation, to keep alive the love for school, to foster the proper school habits of punctual and regular attendance, obedience, cleanliness, promptness and industry well directed.

In the report for 1890 I recommended that a summer school be opened in South Market Street house, also in the South Tenth Street house. The recommendation for the South Tenth Street school was adopted and a very successful school of seven classes was conducted here. The classes were of good size and regularly attended. The people in this section thoroughly appreciated the school.

I would recommend that the small school of two or three classes, held for several summers past in the South Street building, be transferred to the Oliver Street building. I am quite certain that at least six classes can be formed here. South street is too far one side to readily accommodate the children living in the neighborhood of Oliver street.

These summer schools seem to answer the question, "what shall we do with the large number of children during the long summer vacation who cannot leave the city?"

I may say, in closing this notice, that I have received many inquiries concerning these schools, with requests for a detailed statement of the plan of organization, management and course of instruction. These have been furnished to Jersey City and Brooklyn, and others.

there is no doubt in my mind but that in a few years  
 schools of this character and for the purpose they are  
 in Newark, will be organized in most of our large  
 wards. The large number of children who are ready  
 will be glad to attend them must be provided for  
 without much delay.

The following statistics will show the condition of  
 the schools :

School.	No. of Classes.	Number of Pupils Enrolled.			Average Attendance.
		Male.	Female.	Total.	
Clinton Street.....	7	234	184	418	237
High Tenth Street	7	166	172	338	232
Cliff Street....	3	115	80	195	101
Center Street.....	4	109	92	201	126
High Street.....	2	71	69	140	67
Highburg Place....	7	241	221	462	287
High Street.....	13	419	308	727	429
Total.....	43	1,355	1,126	2,481	1,479

The following exhibits the various ages of the  
 children attending :

School.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	Over 15
	84	101	64	68	58	30	11	2	.
Clinton Street.....	84	101	64	68	58	30	11	2	.
High Tenth Street	80	72	64	56	36	20	8	2	.
Cliff Street....	38	33	38	39	17	20	9	1	.
Center Street.....	37	43	37	27	29	16	7	5	.
High Street.....	29	24	22	19	17	20	8	1	.
Highburg Place....	133	93	90	69	43	22	9	3	.
High Street.....	155	141	127	119	81	85	16	2	1
Total.....	556	507	442	397	281	213	68	16	1

The following shows what schools the pupils attended before entering the summer schools:

School.	Public School.	Private School.	No School.
Newton Street.....	345	51	22
South Tenth Street.....	311	10	17
Wickliffe Street.....	141	54	--
Webster Street.....	175	23	3
South Street.....	137	3	--
Hamburg Place.....	385	70	7
Morton Street.....	648	52	27
Total.....	2,142	263	76

It is seen by the tables that the great body of pupils attending is found between the ages of seven to thirteen. Also that a good number belonging to private schools attended. The influence of the public school is extending.

#### EVENING SCHOOLS.

There is no longer any question as to the value of these schools. The one great consideration now is how to enlarge and render them more efficient. The lines along which they need most to be improved are punctual and regular attendance, and a thoroughly qualified corps of teachers to manage and instruct them. It requires a peculiar fitness on the part of the teacher to successfully teach an evening class. Something more must be done than merely to hear lessons in an indifferent and routine manner.

The first qualification of the teacher is wide awakesness; the teacher must be thoroughly alive. He must bring life and freshness into his work at every exercise.

Another is promptness and punctuality; be in the class room in good time; see that everything is in readiness for the pupil to begin his work the moment he enters the class room. Have the work so planned, arranged and placed that it is reachable by every pupil. Lose no time in getting ready after the class has assembled. I cannot urge this with too much emphasis. These pupils admire and are captured by promptness and vigor on the side of the teacher. All opportunity for idleness and disorder is removed.

Further, the teacher should be a battery of enthusiasm. He must be thoroughly interested in his work and in his pupils. There is nothing a pupil finds out sooner than that his teacher is with him.

The teacher must be posted in what is going on around him in the common every day experience of life—the current events of every day history as set forth in the many lines of the world's activities. Such a man or woman will secure and hold the attendance and attention of any evening school class every evening of the week. I know it is not easy to find such teachers, but let us erect the standard and strive to reach it.

In relation to the punctual and regular attendance of the pupils, if such teachers as are above indicated are in charge of the evening classes, punctuality and regularity will be largely secured without further measures. But I am free to admit that after all has been done that can be there will be some absence and some truancy,

which must be reached in some other way. Here is the proper place for the compulsory and truant school law to come to the assistance of the principal and the class teacher. Under the head of the compulsory school law I shall make further suggestions.

The school organized in the Eighteenth Avenue house, October 1, is proving a success. Eight classes of good size were formed, and under the circumstances of a new locality and serious interruption from the prevalence of contagious diseases, they have been well attended. The wisdom of establishing an evening school in this section is well vindicated. In evening schools as well as day schools, it is desirable that they be not inaccessible on account of long distance from the homes of the pupils. We can hardly expect that young people, after a long and hard day's work, will be willing to travel many blocks, often unpaved, to attend school. It is far better to form smaller schools, and so locate them that they can be readily reached.

Notwithstanding the establishment of the Eighteenth Avenue School, the number of classes and the attendance in Morton Street School was not materially lessened. Increased and convenient facilities always increase the attendance.

I will venture to suggest the advisability of establishing an evening school in the Oliver Street building. There is a large and growing population in this neighborhood, extending down into the South Street School district, that would, without doubt, avail itself of such a privilege. I would recommend this to the consideration of the Evening School Committee for 1892.

The Advanced Evening School, established one year ago last October, has made a commendable success. While classes have not been large, they have been of excellent character in every respect. The school opened October 1, 1890, with two well attended classes. The standard for admission is graduation from the grammar school or its equivalent. The school opened again at the beginning of the present evening school year with three very well attended classes. There is no doubt but it will soon become as important and influential in the evening school department as the High School is with the day school department. As yet the district evening schools have not had time to materially help the advanced school. In some two or three years the graduates from the schools will furnish excellent material for the advanced.

German was added to the course; also English literature as a part of the historical and literary work of the course. The work in mathematics, physics, with lectures occasionally, and the commercial studies, are forming the foundation of a strong and practical institution. I promise for the Advanced Evening School a successful future.

The following statistical tables are submitted:

The number of pupils registered, 2,875; males, 2,203; females, 672. An increase of 340 over last year.

Number of teachers employed in the evening schools, 53; males, 30; females, 33. An increase of four over last year.

The number of pupils suspended or expelled is shown below:

Advanced Evening .....	-
Lafayette Street.....	6
Newton Street .....	3
Webster Street.....	-
South Market Street .....	3
Morton Street.....	2
Central Avenue.....	5
Total.....	19

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1891 :

School.	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Advanced Evening..	82	59	46	77.9	5 months.
Lafayette Street .....	527	344	261	75.8	5 months.
Newton Street.....	364	264	199	75.3	5 months.
Webster Street .....	370	232	169	72.8	5 months.
South Market Street.	519	347	252	72.6	5 months.
Morton Street ... ..	627	421	317	75.2	5 months.
Central Avenue.....	386	219	169	77.1	5 months.
Total.....	2,875	1,886	1,413	75.2	5 months.

The average nightly membership in each school for each month is shown in the following table :

School.	Oct.	Nov.	Dec.	Jan.	Feb.	Average
Advanced Evening ..	75	67	54	54	46	59
Lafayette Street.....	458	368	346	288	260	344
Newton Street .....	352	297	248	234	189	264
Webster Street.....	342	262	203	191	161	232



School.	Oct.	Nov.	Dec.	Jan.	Feb.	Average
South Market Street.	397	361	329	333	314	347
Morton Street.....	488	447	380	410	381	421
Central Avenue .....	325	225	177	201	169	219
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total.....	2,437	2,027	1,737	1,711	1,520	1,886

### EVENING DRAWING SCHOOL.

Though the room for this school was more than doubled a few years ago, it is again suffering for want of more room.

The reason of this is, this school is specially adapted to a large class of mechanics, who avail themselves of its advantages to help them in their mechanical industries.

The mechanical classes are well attended and are making commendable progress. Graduates from this department are found in many important positions, requiring a high order of knowledge and skill in mechanical drafting and engineering. The freehand department is always full. The students here are largely employed in our jewelry factories. Mr. Webber, in charge, keeps his class well in hand and instructs it well. The same may be said of the other departments.

I wish to recommend that clay modeling be introduced into this institution. The time, in my judgment, has come when the mechanical and artistic industries of our city should receive all the encouragement and help that the best education and training can give.

I would recommend that additional rooms be secured

and the departments and work of the school materially extended.

The following are the statistical details for the year ending April 1, 1891:

Number of pupils enrolled in each department :

Mechanical Drawing.....	147
Architectural Drawing.....	144
Freehand Drawing.....	285
Total.....	576

Average enrollment for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class I ...	27	18	19	16	16	11	18
Mechanical " II ..	36	34	33	31	31	27	32
Mechanical " III -	50	47	45	42	40	34	43
Architectural " I ...	17	16	16	14	11	12	14
Architectural " II ..	34	27	27	26	23	18	26
Architectural " III -	54	49	41	39	34	26	41
Freehand " I ...	22	22	22	19	16	17	20
Freehand " II ..	21	22	21	23	23	19	22
Freehand " III -	80	75	75	74	74	65	74
Freehand " IV -	77	74	65	70	76	64	71
Total .....	418	384	364	354	344	293	361

Average attendance for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class I ...	22	15	16	13	12	9	15
Mechanical " II ..	33	30	28	28	23	22	27

		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class	III -	46	40	38	37	33	28	37
Architectural	" I ...	14	13	13	11	9	10	12
Architectural	" II ..	27	22	22	21	18	14	21
Architectural	" III -	49	43	36	33	28	22	35
Freehand	" I ...	19	20	18	15	14	15	17
Freehand	" II ..	18	19	18	20	19	17	19
Freehand	" III -	65	63	59	58	47	52	57
Freehand	" IV -	62	60	53	57	56	53	57
Total.....		355	325	301	293	259	242	297

The closing exercises took place before a crowded audience, in Liberal League Hall, Tuesday evening, March 31, 1891. Remarks were made by the Chairman, Commissioner Bless, Commissioner McKenna, and the Superintendent.

The Chairman distributed diplomas of graduation to the following graduates. The exhibition of the work of the class was made in the drawing rooms. Many examined the drawings with evident satisfaction:

#### GRADUATES OF 1890-91.

##### MECHANICAL CLASS.

Samuel R. Chedister,	James Fitzgerald,
Emil Cluesmann,	Herbert Fox,
Adolph Davids,	Charles Fuchs,
Emil Dietrich,	George Miller,
Adolph Feiner,	Henry Stueble,
Adolph Torrance.	

## ARCHITECTURAL CLASS.

John Beatty,	Frank Hartung,
Jacob Bodmer,	Alexander Hutton,
Allen Conklin,	Henry Isenburg,
Andrew Donohue,	George Rank,
James D. Van Auken.	

## FREEHAND CLASS.

Lorenzo Baldwin,	Charles Lingerian,
Joseph E. De Wyngart,	Thomas Powell,
Henry Diffany,	Louis Schneider,
Joseph Hart,	Frederick Thaler,
William Kolb,	William Thorer.

## DRAWING, WRITING AND FORM STUDY.

These represent in a decided manner the expression of the manual training idea in our primary and grammar schools. Drawing, as now interpreted by our best educational thinkers, means much more than merely outlining with the pencil or chalk. It is true form study and hand or mind training. Its function is to develop and train the perceptions and the power of expression. Its value here is felt in all the methods of teaching all the subjects in the course.

The subject is well presented and taught under the direction of the drawing teacher. Teachers and pupils are fairly successful in doing their work.

The success in writing is not in all respects all that we have a right to expect. The copybook writing is

very satisfactory in the main. The penmanship should be improved in easy business-like rapidity and still preserve perfect legibility.

Much of the slate work done in the lower primary grades is not calculated to help the pupil into good penmanship. The pupil's hand is not trained in good position for penmanship. The arrangement of the work is neglected; the idea of form is overlooked, in some classes, almost entirely. The habits on the part of the pupil necessary to acceptable penmanship are not acquired, and, of course, the child will not write well until it becomes habitual to him.

A practice which I have noted several times heretofore is the hurried, careless copying of a large amount of written work for lesson exercises. More work is required than the time allowed will permit. This leads to great haste, and consequent waste, in establishing bad habits in writing. I trust this will be corrected. Our pupils practice writing long enough to be good penmen.

## HEALTH RECORD OF TEACHERS AND PUPILS.

One of the most *healthful* signs of the times is the recognition of the fact that good health is an important factor in the education and training of the child. The importance and conditions of hygiene have not received the attention in the past that their great influence in the methods of instruction in shaping and rendering valuable the results of education demand. The tendency, in a large measure, of all our educational

training, is to stimulate and inform the mind without much attention to the healthfulness of the body.

Better attention on the part of our teachers is now given to physical culture in the classes, and soon every class will be under good training in this direction.

The physical training of the pupils in the Normal School is very well cared for, and the schools in all parts of the city are beginning to feel their influence.

The great hindrance in the way of a more thorough introduction and practice of these exercises is want of suitable room. Some of the schools can utilize the courts or halls, others have not even these conveniences. All that can be done is what is possible in small, and in many cases, crowded class rooms, with narrow aisles and poor ventilation. Nevertheless, the best that can be done will be.

Prof. Lory Prentiss, teacher of gymnastics in the Normal School, has prepared a syllabus of the exercises that can be used in all the class rooms of the city. These we hope to have printed and placed in the hands of every teacher in the schools. This will be a great and systematic step toward the full realization of the introduction and practice of physical exercises in every school and class under the care of the Board.

The plea so often made by the teacher that she has no time loses its force when we consider the fact brought before us by experience in many places and schools, that more and better intellectual work can be and is done in the balance of time, after the time given to gymnastics is subtracted, than was formerly accomplished when *all* the time was devoted to mental exercises.

Under a resolution of the Committee on Teachers, every teacher is required to have these exercises practiced every day in her class. The Superintendent is rigidly enforcing this resolution.

As seen by the following tabulated statement, the health of the schools, including teachers and pupils, is fully up to the average.

SCHOOL.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Normal and Training .....	1	4	G.	G.
High .....	--	--	F.	F.
High Annex .....	--	--	F.	F.
Burnet Street .....	--	4	V. G.	V. G.
State Street .....	--	4	G.	G.
James Street .....	--	1	F.	P.
Washington Street .....	--	1	G.	G.
Marshall Street .....	--	--	F.	F.
Lawrence Street .....	--	2	G.	G.
Commerce Street .....	--	--	G.	G.
Colored .....	--	--	G.	G.
Lafayette Street .....	--	2	G.	G.
Newton Street .....	1	5	G.	G.
South Tenth Street .....	--	5	G.	G.
Camden Street .....	--	--	G.	G.
Thirteenth Avenue .....	--	4	G.	G.
Wickliffe Street Annex .....	--	--	G.	G.
Wickliffe Street .....	--	1	G.	P.
Summer Avenue .....	--	1	G.	G.
Weisner Street .....	--	--	E.	G.
Franklin .....	--	1	G.	G.
Ellice Street .....	--	1	F.	G.
Chestnut Street .....	--	1	F.	F.
Oliver Street .....	--	--	G.	G.

SCHOOL.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
South Street.....	-	2	G.	G.
Walnut Street .....	--	3	E.	G.
Houston Street .....	--	--	G.	P.
South Eighth Street.....	--	1	G.	G.
Roseville Avenue .....	--	2	V. G.	V. G.
North Seventh Street .....	--	1	G.	G.
South Market Street .....	--	3	F.	F.
Hamburg Place.....	--	4	F.	F.
Hawkins Street.....	1	3	G.	F.
Clover Street .....	--	--	G.	G.
Morton Street.....	--	1	G.	V. G.
Eighteenth Avenue.....	--	3	G.	G.
Monmouth Street .....	--	-	E.	G.
Miller Street.....	--	1	G.	G.
Central Avenue.....	--	--	G.	F.
Lock Street .....	--	--	G.	F.
<hr/>				
Total .....	3	61	8 F.	3 P.
			27 G.	9 F.
			2 V. G.	25 G.
			3 E.	3 V. G.

[P., Poor; F., Fair; G., Good; V. G., Very Good; E., Excellent.]

### COMPULSORY EDUCATION.

In a republic like ours the question is often asked, Is compulsory education consistent with our idea of freedom? Has the State the right to compel parents to educate their children? Is it wise for the government to interfere in this matter? Has not the parent the natural right to choose what he shall do with his child?



These questions naturally arise in the mind of the parent when he is required by the government authorities to send his children to school.

It is not necessary for me to discuss this question of compulsory education here—as to its legality—the wisdom of its enforcement. Any thoughtful person who knows what has been and is now being done in other countries in this direction, and can easily know by a little observation how little is being done here, and how many of all nationalities in this country are growing up without any education calculated to fit them for American citizenship, cannot fail to feel great solicitude for our future as a nation.

It is generally conceded that a good elementary education is a necessity. We will accept this opinion as correct.

For some years past we have been enacting stringent labor laws, forbidding children within certain ages working in shops, factories, etc., claiming that children within these ages should be in school. What have we done in the way of requiring and enforcing this attendance? I am sorry I am obliged to say, very little. I need not dwell upon the folly of forbidding and preventing children from working on the ground that they should be in school, and then neglect to see that they attend.

These factory laws are very proper and wise, providing the compulsory law is enforced, and the children placed in school and kept there.

The statistics and ordinary observation show that the increase in population from all nationalities is very rapid and very great. This renders social disturbances

very likely to occur, especially in the large cities. No matter how widely we may differ concerning political ideas and methods, we ought to come to a common purpose in relation to the necessity of educating the children, soon to become the citizens of our country.

Our public school system costs a large sum of money, and we justify this cost on the ground that education and intelligence are necessary to the perpetuity of the state.

The value of our public school system must be judged by its results. If we have an ignorant and vicious citizenship, it will be only fair and just to conclude that the public school system is a failure. But in order that the school shall be able to accomplish its purpose, there must be a regular attendance of suitable length to make it possible. This, in many cases, cannot be done without rigid compulsory attendance.

Truancy and all forms of irregular attendance are growing and troublesome evils in all large and growing cities. It requires constant vigilance and great stringency to remove or prevent them. The truant law is designed to assist in doing this work.

We have been trying to enforce this law for some two years with some considerable success. The first year was decidedly encouraging. The work, however, is entirely beyond the ability of one man to perform, this being all the help assigned to this duty. The consequence was, not all the cases could be reached, as the officer had charge of the labor law cases so far as their attendance in school was concerned.

In my opinion it will be a decided advantage to the

schools to place the enforcement of this law entirely in the hands of the Board of Education, so far as truancy and non-attendance at school are concerned.

I would recommend that the Board ask for a sufficient sum of money to employ the necessary number of officers to thoroughly carry out the provisions of the law.

I would divide the forty-one schools into four groups of from eight to twelve schools each, each group forming a district, and assign an officer to each group or district; he also to take charge of two of the evening schools. This would pretty evenly divide the work and responsibility. I think four men can do the work thoroughly, with the aid of the principals and teachers, who should exercise great care and vigilance in looking after the punctuality and regularity of attendance of their schools and classes.

Some may raise the objection that this plan may institute an unpleasant comparison between the different schools, from the fact that the location and surroundings are different. In some schools there may be considerable truancy and irregularity, while in others there may be little or none, owing to the favorable surroundings. In answer to this I would say, that all these facts will appear in their true relation upon investigation.

Truancy in the day schools is comparatively light, there being very few cases of confirmed truants. Street vagrancy and absence and truancy from the evening schools are matters that need prompt consideration by the proper authorities.

When this whole subject shall be placed under the full control of the Board of Education, plans can be

devised and carried out in such a way as to furnish the necessary statistics for an intelligent guidance in enforcing the provisions of the compulsory school law.

### TRUANT STATISTICS.

The following table covers the cases that have been considered from the day and evening schools since the initiation of the law, September, 1889, to September, 1891 :

#### SEPTEMBER, 1890, TO SEPTEMBER, 1891.

Day Schools .....	196
Evening Schools .....	607
Total .....	803

#### PREVIOUSLY CONSIDERED.

Day Schools .....	358
Evening Schools .....	235
Total .....	593
Total number of cases considered. . .	1,396

In connection with this subject I will again urge, as I have several times heretofore, the establishment of an ungraded school in which can be placed all cases of truancy, irregular attendance and street vagrancy that need such special attention and treatment as cannot

well be given in the regular graded schools. This school can be visited every day by the truant officer and all absences noted and looked after. I have no doubt that such an institution, well organized and handled, would prove of great value to the city.

### LIBRARIES.

The interest in these is very great. Their influence grows from year to year; so does the number of volumes. Nearly all the schools now have libraries, as may be seen by the following table.

The books, as a general rule, are of excellent character, being selected with care by the principals and the teachers. Another feature worthy of notice is the adaptation of the subject matter of the books to the grade and advancement of the classes, each class, in many cases, having its own class library located in the class room, thus being accessible at any moment of the day without interruption or delay. This is a convenience not yet fully realized except by those who have tested it. Nothing pleases me more than during the visitation of the classes to find pupils around the reference table making their own researches.

The use of the Free Library by the schools, including both the pupils and the teachers, is extending with evident benefit. The Board of Trustees is very prompt and liberal in supplying the books desired by the teachers and others connected with the schools.

During the past year several evenings were set apart for the purpose of giving the teachers of the city an

opportunity to visit the library rooms and inspect the arrangement, the alcoves and cases, and to personally handle the books as found upon the shelves. The purpose of this was to awaken a new and deep interest in the library as an educator by bringing the teachers into direct contact with this great institution.

In the annual report of Librarian Hill to the Board of Trustees, he spoke very emphatically of the good results that had come from this arrangement, in the greatly increased use made of the library by the schools throughout the city. Doubtless these opportunities will be repeated, with increased facilities. Another feature noticed was that the character of books drawn were of a better order of literature. All of this certainly is encouraging.

The following table shows the schools having libraries, the number of volumes in each, and the amount contributed by the State in support thereof. This amount was more than duplicated by the schools from moneys derived from contributions and entertainments:

SCHOOL.	Amount		No. of Volumes		
	Received from the State.	Purchased	During	Previously	On
	During the Year.	Previously Received.	the Year.	Purchased.	Hand.
Normal and Training.	\$20 00	\$40 00	50	451	501
High .....	----	100 00	137	2,018	2,155
Burnet Street .....	10 00	60 00	---	630	630
Washington Street....	----	30 00	---	502	502
Marshall Street.....	----	30 00	---	21	21
Lawrence Street.....	----	60 00	---	326	326
Commerce Street ....	----	60 00	---	50	50
Lafayette Street.....	----	40 00	---	376	366

SCHOOL.	Amount		No. of Volumes		
	Received from the State. During the Year.	Purchased Previously Received.	During the Year.	Previously Purchased.	On Hand.
Newton Street.....	....	50 00	22	455	477
South Tenth Street..	10 00	20 00	23	45	68
Camden Street .....	10 00	40 00	---	406	406
Wickliffe Street .....	10 00	30 00	25	91	122
Summer Avenue.....	10 00	40 00	42	621	663
Webster Street.....	10 00	100 00	57	395	470
Elliot Street.....	....	....	---	....	67
Chestnut Street .....	....	60 00	30	399	429
Oliver Street .....	10 00	80 00	50	860	910
South Street .....	....	40 00	---	148	148
Walnut Street.....	10 00	70 00	44	281	325
Houston Street.....	....	30 00	---	42	42
South Eighth Street..	....	70 00	37	228	294
Roseville Avenue .....	20 00	....	6	....	7
South Market Street .	....	20 00	6	216	219
Hamburg Place .....	10 00	40 00	30	207	222
Morton Street.....	....	70 00	10	941	812
Eighteenth Avenue..	10 00	100 00	52	465	397
Monmouth Street....	....	20 00	---	50	50
Miller Street .....	10 00	60 00	60	301	252
Central Avenue.....	10 00	100 00	68	366	434
Total .....	\$160 00	\$1,460 00	749	10,891	11,365

In addition to the foregoing, the following schools, which have since been abolished, have received money from the State: Summer Avenue Annex School, \$30; Thomas Street School, \$40; Eighteenth Avenue Annex School, \$20. Total, \$90.

The books purchased with this money have been transferred to other schools.

## SALARIES.

During the year the Committee on Teachers took up the question of the equalization of the salaries of the primary school assistants with the grammar school assistants. The question was very thoroughly discussed as to its bearing upon the teachers of the various grades in the primary and grammar schools.


The result of the deliberation was a modification of the salary schedule so as to increase the salaries of the beginning teachers to \$400 for the first year, all teachers beginning with the same salary, whether they commence in primary or grammar grades. An annual increase is received for four years, when, upon the certificate of the principal, countersigned by the Superintendent, certifying to their knowledge of teaching and successful experience, they are entitled to receive the maximum salary, \$650, at the beginning of their fifth year's service.

This was recommended by the Committee on Teachers and unanimously adopted by the Board, and went into effect dating from September 1, 1891.

A very large proportion of the assistants in the primary schools very cheerfully received an immediate increase. So far as we are able to judge at present, the influence of this arrangement will be beneficial. The tendency will be to impress the principal and the teacher with a higher conception of responsibility and duty.

The pay of substitutes was, in the grammar and primary schools, increased to \$1.50; in the High

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School, to \$2.50 per day. The evening school teachers, principals and assistants received an increase of \$10 per month, dating from the beginning of the term.

### THE EXTENSION OF THE COURSE OF STUDY IN THE PRIMARY AND GRAMMAR SCHOOLS.

For a number of years the propriety of extending the course in these schools has been more or less under discussion. By some it is thought desirable and feasible. Others think the course is sufficiently extensive now.

The necessity for a well defined course of study cannot be disputed by any intelligent thoughtful person. There must be a common route, well laid out and well followed. There are some, I know, who consider courses of study, programmes and outlines, as so many shackles that enslave the teacher and sacrifice the pupil. I am not of that number. These guides should be, to say the least, the collected and crystallised experience and wisdom of the best in the profession.

I know that too often the course and the grade are taken in too literal a sense, and the school exists for the course and the grade, and not the course and the grade for the school. It is the abuse and not the right use that should receive our criticism and condemnation. In constructing and arranging a course of study, we often commit an error in assuming that all children begin at the same point, with the same amount of



initial knowledge—with the same grade and strength of mental power, and that they can and should advance at the same uniform rate. Nothing can be further from the truth. Every experienced teacher knows this. And yet the very essence and purpose of a course of study and a system of gradation is to carry large numbers over the same ground, at the same rate and in the same time. Here seems to be an almost insurmountable difficulty. How can the individuality of the pupil be recognized and the gradation and classification of the school maintained?

Educators everywhere, in studying the system of large graded schools found in the large and rapidly growing cities, are brought face to face with this problem, and it seems not easy of solution. How, under the course and grade, can the individual powers of the child be so developed and trained that he can follow the course in the grade, and yet be free to work along the lines of his tendencies and greatest strength?

The beginning of this work has been so admirably put by Mrs. Sarah B. Cooper, of San Francisco, that I venture to quote a portion of what she says concerning it. "Take the child into the kindergarten and begin the work of physical, mental and moral training. Put the child in possession of his powers; develop his faculties; unfold his moral nature; cultivate mechanical skill in the use of his hands; give him a sense of symmetry and harmony; a quick judgment of numbers, measures and size; stimulate his inventive faculties; make him familiar with the customs and usages of well ordered lives; teach him to be kind, courteous, helpful and unselfish; inspire him to love whatsoever

things are true and pure and right and kind and noble; and thus equipped physically, mentally and morally, send him forth to a wider range of study."

A pupil thus prepared can enter a course of instruction in a grade without becoming a machine. There is no moral character in a machine.

The point I wish to emphasize is the fact that the faculties and progress of the pupil are vastly more important than the course of instruction or the grade in the school. Also, that the course and the grade should be grand opportunities for the student.

I wish to say just here that the supervision of the course in its application to the school is a matter of very great moment. The application of the course in such arbitrary and mechanical way as to crush out the personality and individuality of the teacher, leaving no freedom for the exercise of the inventive power and for taxing the native resources, will make pure machines of our teachers, a result to be guarded against with persistent care. Mechanical supervision is responsible for nearly all the injury done by mechanical teaching.

Theories of gradation vary widely. Some would grade so as to promote twice during the year, and much may be said in its favor. In large cities, with large schools, numbering many classes and teachers, this may be possible. Others make each grade cover one year, promoting at the close of the school year. This is our plan, and while it presents some difficulties, it seems to suit very well the organization and plan of our schools.

Others, again, would promote whenever the pupil is

prepared to take an advanced step. This is extreme, and would practically destroy all gradation and carry our schools back to the country plan, each pupil for himself.

While I believe there should be no absolute, iron-bound uniformity in the grading, there should be a wise, thorough and economical classification and grouping of the pupils for teaching purposes, with such elasticity as will meet the varying ability of the pupils. Systems of gradation and courses of study are good servants, but should never become tyrannical masters. Their service should conform to the varying conditions that accompany them. They must change to suit the work they are set to do.

Any course of study so fossilized that it is destroyed in adapting it to the progress of educational thought and method, is sadly out of keeping with the present condition of educational progress. Our schools have often suffered in the favor of the public in consequence of their non-adaptability to the requirements of practical life. Experience should point out the changes needed from time to time.

The course of study for the school system of Newark is divided into three divisions—primary, grammar and High School, each covering four years. The average age of pupils finishing the primary, is from ten to eleven; of those finishing the grammar, from fourteen to fifteen; of those completing the High School, from seventeen to eighteen. This is about right. I have examined into the average age of pupils completing the corresponding grades in other cities and countries, and I find a remarkable correspondence.

But when I compare the amount of work done in the same grades in the same time and under very similar conditions, I find in some lines we fall considerably behind. Why is this? I take it that the brain power of the pupils of this city is on an average equal to that of other localities. I see no reason why we should not accomplish an equal amount and of as good quality. I fear we have fallen into a slavish adherence to mechanical routine methods and processes, from which it is difficult to escape.

I have no doubt but the principal part of the work now done in the High School during the first year can be done in the grammar schools in the time now allotted to that course.

Undoubtedly objection will be raised by some that it cannot be done in the time. My judgment is that those pupils who cannot do, and do easily and well, this work in the time now allowed are not qualified for the grades they are in, and should not be there. I may say here that the temptation to pass pupils to an advanced grade merely to fill it up to the legal number is very great, and, under some conditions, almost irresistible. This, however, in no way contradicts the statement made above, that the work specified can and should be done in the grammar schools.

I would, therefore, recommend that at the beginning of the school year, September next, the course of study for the grammar schools be so amended, modified and adjusted that elementary algebra shall become a part of the work in mathematics in the senior grade; the arithmetic which has already been pursued seven full years—five lessons per week—be given two lessons

each week, and the algebra three lessons; also that physical geography and commercial geography be substituted in place of the grammar school geography now studied, and which has been studied for six consecutive years, five lessons per week, except in the first and second grades, where, in some cases, it has alternated with history. More time is given to geography than is necessary for the amount needed; also that some general history, at least contemporaneous European history, supplement United States history.

I would further recommend that the writing exercises in bookkeeping and business forms and correspondence be somewhat extended, so that the pupil's knowledge shall be of practical value; also to prepare him for the advanced work in the commercial course in the High School when he shall enter there.

It will be seen that the number of recitations or exercises per day will not be increased, as the new subjects take the place of others or alternate with them. The idea upon which these recommendations are based is that more time than is profitable to the pupil is given to the subjects of arithmetic, geography, the monotonous writing exercises and the conning of the United States history for memoriter recitation. If contemporaneous European history be brought into comparison with United States history, one will help the other and the pupil will be greatly benefited.

The work for the grades below the first in the grammar department and the grades in the primary department should be rearranged somewhat, so that the entire eight years' course shall be evenly distributed among the eight years. Dr. E. E. White says "the

first and most important duty in the administration of a system of graded schools is the arrangement of a true and properly graded course of instruction and training."

There is, without doubt, a large number of pupils in the senior grade that can and will do the work recommended in the foregoing, in the time now allowed, if they have the opportunity. There will be some who cannot do it. The just and wise thing to do, in my judgment, is to permit those who can to complete the course, and those who cannot should be given more time. It does not seem to be justice nor wisdom to require the entire department to take nine years to do what the great body can do in eight years. The gradation should be such that those who can accomplish the required course in less than the prescribed time may be allowed to do so, and those who require more time should have it. I commend these suggestions and recommendations to the consideration of the Board.

## THE RECITATION AND THE CLASS TEACHER.

Whatever may be our views and theories concerning the function and the purpose of the school, the final results obtained must be wrought out in the class room by the class teacher. Here is the crucible in which must be tested the true value of all theories and methods.

"As the teacher so is the class" is a maxim, the

truth of which is attested by all experience. There is no gauge that can adequately measure the large and true teacher. The merchant can estimate the value of his merchandise, the farmer his products, the manufacturer his commodities, the banker and the railroad man their capital and stock—these are all material products subject to measure and accurate bookkeeping. The teacher's work is in another realm and with different materials to work upon, and with products that cannot be weighed in the material balance, or measured with the foot rule, or estimated by the ordinary contractor. Nothing but mind can measure mind.

The recitation, with all its influences and opportunities, is the very pulse of the school. Here the teacher can ascertain the exact condition of the pupil as to his qualities of head and heart, his mental calibre and tendencies, his moral status, his possession or not of the essential qualities necessary to the successful student. I need hardly say that without this knowledge by the teacher she cannot do her full duty to the pupil. The first element of the true relation between the teacher and the pupil is a knowledge of his, the pupil's, habits and tendencies. With this knowledge the teacher will soon come into sympathy with the nature and activities of the child.

It is here in the recitation that the instructor shows most emphatically her knowledge of and fitness for her work and her success in it. The life and strength of the teacher centers here. If she fail here, she fails everywhere practically. If I wish to know the essence and true worth of the school, I find them here if anywhere.



I know that the charge is often recklessly made that in the public graded school the individual child is neglected, lost sight of, in the large classes that must necessarily exist here. That this is true in some cases, I am willing to admit, but not necessarily so. I find that there is much misapprehension in the minds of many, even among some teachers, as to what constitutes individual teaching. The common notion seems to be that it necessarily means teaching individual children, or very nearly so, by having very small classes. I have seen small classes with very little individual activity on the part of the pupil; on the other hand, I have seen large classes where the individuality of the child was thoroughly recognized and all his activities brought into exercise and kept so throughout the entire recitation period. To do this requires the intelligent and skilled teacher. Individual teaching then consists in putting into active condition the powers of the pupil and keeping them so throughout the exercise, whether the class contains five pupils or fifty.

I know the different natures and characters of those who make up our classes. I know that it is by no means an easy task to understand these natures and characters, to harmonize and put them all into good working order and keep them so while they are instructed and trained. I know, out of the depths of a long and earnest experience, as well as any one can know, that the inexperienced, untrained, unskillful teacher cannot do this. This is the reason why competent and trained teachers are necessary, and should be, in justice to the children, furnished to every class.

We hear often of such men as Dr. Thomas Arnold, Horace Mann, Dr. Hopkins, James A. Garfield, and so on. We wonder why all teachers are not like these. We forget, or at least do not realize, that these were great men, and that not many such are born into the world. We do not all become alike mentally, morally, or physically because we sit at the same table and eat the same food. Differentiation in nature is dominant everywhere; all differ in the quantity and quality of power possessed, and the teacher is no exception to the universal law.

But, let us call attention to some of the elements that should characterize the good recitation. The first I would name, is the attention of all the pupils in the class. This is a *sine qua non*. Without it no satisfactory work can be done. I know of no more pitiable or deplorable condition of things for pupil and teacher than an inattentive class. The teacher who cannot secure and retain to a fair degree, at least, the attention of her class, can never succeed in teaching. The moment a teacher becomes aware of this inability on her part, duty says she should seek some other calling. The trouble here is, such never become aware of that fact. They are always seeking for the cause outside of themselves.

How to secure the attention of the class, and thus make it possible to have a right recitation, should engage the attention of all teachers from the principal down.

Before I leave this point, I would say that attention is something that cannot be ordered like a new dress; it cannot be secured by command, nor by reprimand,

nor by scolding and fault finding, nor by coaxing and flattery, nor by noisy demonstrations, such as rapping on the desk, ringing the call bell, etc. No, not by any nor all of these means. It must be won mainly through the power of the personal influence of the teacher, that shall command the respect and confidence of the pupil in the teacher as a worthy personality, able to throw itself upon and into the class. This, of course, pre-supposes that the school is so organized and administered by the principal that these personal qualifications of the teacher have a solid foundation upon which to rest.

Another condition necessary to the successful recitation is the clear, accurate and overflowing knowledge of the subject taught by the teacher. Nothing is sooner found out by the class than the hazy, uncertain and scanty knowledge of the teacher of the subjects she is presenting. The moment the pupils feel and think the teacher knows but little concerning what she is trying to teach, they will cease giving attention to her instruction. The power of the teacher to hold the class for teaching purposes is shown in the interest awakened, and the continued activity of the pupil secured in the exercises furnished by the recitation. The teacher can always gauge the attention and activity of the pupil by his desire to take part in the lesson. The spirit of inquiry in the class is a sure indication of the skill and strength of the teacher. The well taught class is always ready, I may say watching, for the following steps as the subject of the lesson unfolds.

I remember some years ago, in closing an exceedingly interesting exercise in the Normal School, I was so much impressed with the intense interest and undivided attention that had been given by the whole class throughout the entire recitation, that I ventured to inquire why they had been so deeply interested in the exercise. The prompt response was, we were watching to see what was coming next. This answer explained it all. The wholeness of the lesson and the logical relation of all the parts created a strong desire in every member of the class to follow all the succeeding steps to the end. This is the secret of the great art of teaching.

A pupil who is called upon merely to repeat memoriter the words of the book, while the teacher, book in hand, follows him with extreme fidelity, will receive from the recitation but little worth his attention. A moment's reflection by the teacher will reveal the sad fact that scarcely none of the faculties of the child are brought into exercise. The memory only is touched, and that only on its verbal side. The power of expression, the power to think, the judgment, the reasoning faculties, the strong convictions, the clear, well conceived opinions, so indicative of good training, and so necessary in entering upon the active duties of life, are left wholly untouched, untrained. What a serious waste of opportunities when the recitation period of our schools is thus conducted. Who shall measure the true worth and the full value of a rightly conducted recitation exercise?

Another all important feature characteristic of the right recitation is the preparation for it, both by

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teacher and pupil. Both are alike obligated in this matter. I know many teachers think and feel that this belongs entirely to the pupil, and that they, the teachers, are very slightly, if any, responsible for the non-preparation of the pupil. I am sometimes met with the complaint by teachers that their pupils do not properly prepare their lessons. My reply generally is, Why? I have noticed many times this singular coincidence, that teachers well prepared in the plan, methods and essential details of the lesson, almost without exception, have well prepared classes. The time and place to lay the foundation for class preparation is in the well conducted recitation itself. Here the dull and indolent pupils are stimulated, and intellectual hunger is communicated; the recitation becomes the universal tonic of the school.

I wish to make the query here, and call upon all the teachers, the principals leading: Why do our pupils spend so much time over the subjects of the school course, as geography, arithmetic, grammar and even reading and so on, without ever getting into them in such way as to be master of them, as instruments to help in further acquisitions.

I wish to say a word or two in regard to some of the methods used to secure the needed study and preparation. We all know that preparation should and must be made. But just how to secure it on the part of some, at least, is the trouble.

Home lessons and study by some are thought to be the way out of the trouble, and the school hours become the time and place to find out what has been learned and mastered at home; the fact that a large

number of homes have none of the opportunities or facilities for properly and successfully doing this work, is entirely overlooked. That home work of the right kind should and can be done, no thoughtful person will for a moment deny. But, to expect and require that a large amount of the difficult, critical, analytical and mechanical work for the doing of which the schools are more or less well equipped with means and appliances, shall be done at home, seems to me a subversion, to some extent at least, of the proper function of the school. The home has its place in the work of human education, and the school should not crowd it. The reason I speak concerning this is, the tendency in many places is to devote nearly all the school hours to the recitation of lessons prepared out of school. One Superintendent boasts that twenty-one of the twenty-five school hours of the week are given to recitation, ignoring the fact that good preparation needs the skilled teacher as well as the recitation. Do not understand me as opposing, for I do not, the right kind and suitable amount of preparation at home.

Another means very largely used to secure the desired study, is marking. The extent to which the marking system has penetrated our school work is hardly realized by those outside of the school. That merit and demerit marks, wisely and discreetly used, are productive of good results, all will admit, but the indiscriminate manner in which they are too often used, does only harm. Some seem to act upon the principle that the greater the number of marks used, the greater the value. If the teacher will for a moment reflect that the true value of all marks,

whether for merit or demerit, lies wholly in the character of the giver, she will, I think, use with more caution.

Another means very widely resorted to, is keeping after school. I think it is one of the most serious evils connected with our schools. In all my experience, which is not small, I have never seen any practical good come from it. An occasional private interview with an individual pupil after school may be, and often is, productive of great good. What I have reference to is the frequent, often regular, detention of a large number of pupils. It is a wearisome task after the labor of the day for the teacher, and a discouraging one for the pupil. I do not hesitate to say that the practice fails utterly—fails to accomplish the purpose for which it is done.

Superintendent Howland, of Chicago, so aptly and characteristically describes this practice that I feel compelled to quote him: "By some chance or mischance the pupil comes in five minutes late—'Fifteen minutes after school.' He stumbles in, hurrying to his seat—'Remain after school.' He makes a mistake in recitation—'Make it up after school.' He whispers, winks with one eye—'Stay after school.' He asks to leave the room—'Twenty minutes after school.' He fails to respond to a querulous or sarcastic question—'I will see you after school.' And if he ever succeeds in any business or calling, or has any interest or happiness in life, it will assuredly be after school, school methods and school ma'ams have gone by."

I will note still another matter that deserves consideration in connection with the recitation and the class

teacher. It is this—the amount of time needed to get ready for the exercise and to change or pass from one exercise to another. I fear that much time is wasted in these changes. I have seen fifty per cent. of the recitation period spent in preliminary matters that should all be provided for before the session begins or the period arrives. The teacher should, with a wise foresight, anticipate these little details, and so arrange her movements and plan of work that the time allotted to the recitation exercise shall *all* be given to *it* and nothing else.

The presentation of the subject taught should be well planned, illustrated, and in accordance with sound methods. The drill work, one of the most important features in the recitation, should be ample, skillfully arranged and promptly performed by every pupil in the class. There should be no dawdling here; habits of sluggishness and hesitation and stumbling are fatal to real progress. As a general rule, drill work, the purpose of which is to perfect the pupil in the ready and skillful application of the principles he has learned, should consist of many short and pertinent examples or exercises many times applied. It is better for this purpose to apply a principle ten times in as many sharp pertinent questions than to apply it once in an example ten times as long. Intelligent, skillful repetition is a necessity in all successful drill work.

Proper attention should be given to test work ; here the examples may be longer and more complex, and more time may and should be allowed. Good presentation, much drill and thorough test will make accurate and successful scholars.



## THE RELATION OF THE PRINCIPAL TO THE SCHOOL AND THE CLASS TEACHER.

The influence of the principal upon the scope and work of the school is beyond question. In the discussion of this theme I am not to be understood as in any way undervaluing the class teacher; on the contrary, the one who comes so near the pupil during the school life of the child as does the class teacher, must exert an almost unmeasured formative influence upon the habits and intellectual, moral and physical activities of the child. The class teacher is a factor not to be rated second to any other.

The importance of the intelligent, vigorous and wise administration of the principal cannot well be overestimated. He is in a great measure the school, inasmuch as the possibilities of the institution, over which he presides for the present and for the future, in all its lines of development, lie with him more than any one else connected with it. He should lead in creating and setting up the ideals toward which all who are associated with him should strive. He should in a most emphatic way be a leader. I do not mean by this that all should servilely follow him as an unerring guide, without hesitation or question. What I mean is, that he should embody that wisdom and inspiration that characterize the true leader, and that will secure the confidence of all who come under his direction. While I emphasize the great influence of the wise and efficient principal, I at the same time emphasize the

personal influence of the likewise wise and efficient class teacher.

The qualification of the first importance to the principal is a large and correct conception of his relation to the institution over which he presides. This conception should be comprehensive and well defined in his own mind. The first element that enters it should be the feeling of responsibility—responsibility for the entire institution in all its departments, and in every line and phase of its work. There should be no shirking or shifting of duty or responsibility in any part of his supervision. The principal shapes, or he certainly should, the policy of the school—he inspires, he leads it. If the organization is imperfect and weak, the order of the daily exercises not well adapted to furnish the best opportunities to pupils and class teachers to secure desirable results; the mechanical arrangements clumsy and hindering, friction and antagonisms manifesting themselves in the various relations and operations of the school, the discipline of the school unsatisfactory, the principal should at once inquire as to his share of the responsibility. We all have seen schools where these evils exist; we also have seen schools where they do not exist. Why in the one and not in the other?

The organization of the school, the gradation and distribution of the pupils fairly and justly among the teachers, is the first business of the principal. The manner in which this is done indicates the character and strength of the principal and the promise of the school. This organization and crystallization of the school should be clear and definite in the mind of the

principal. He should be able to see and handle causes and effects, because he understands their relations. To be able to do this requires experience, wisdom, decision and prompt action. None but those possessing these qualities can organize, and put into successful operation and keep it so, a great school. What are the indications that a school is thus organized and directed? When, at the appointed time for opening, every one, teacher and pupil—this includes the principal—is in his or her place ready for the work of the day; the school promptly, quietly, smoothly, with every part in harmony with every other part, starts on its day's journey, without a moment's loss of time. The whole expression of the school is obedience to the authority of the institution, and earnest industry. The result is intelligence and character. Another qualification that should characterize the principal is leadership. This has been implied in what I have already said; but I wish, in a few words, to emphasize the idea of leadership. He is expected—it is his duty—to lead his school, not in the sense in which a master may lead his servile dependents, but in that noble sense in which wide experience, large knowledge, discretion and good sense with their resultant wisdom, inspiring confidence in all, fits one to point the way and say "follow." The life, character and example of the principal is the inspiration and hope of the school. I know this is a high standard, but he should have none other than the highest.

The principal should be well versed in the art of teaching; he should not only know how, but should be able to give a model lesson, worthy of the attention:

and study of any teacher associated with him. Nothing wins the confidence and respect of the class teacher sooner or more certainly than the fact that the principal can present the plan and subject of the lesson, and teach it well. She is now willing, ready, even anxious to receive his words of advice and direction. She will not be very likely to beg to be excused from the teachers' meeting with the principal. We all have respect for knowledge and skill.

Another indispensable quality in the principal is sympathy. How often he has the timid and discouraged to deal with, both as pupils and teachers. How readily and gladly they will come to him when they know that they will be met kindly and in a sympathizing spirit. The trials and burdens of the school pupil are many and sometimes overwhelming. The power of the kind, encouraging word, to such is known and realized only by those who have received them. The same may be said of the young and inexperienced teacher. Her burdens, trials and discouragements are many, heavy and severe. Time and again she feels that she must give up hopelessly ; all is dark and discouraging. Where shall she go, to whom shall she look for counsel, for encouragement and substantial help, if not to the principal. Now is the time when the principal, through his large experience, his wisdom, discretion, wise discernment, thorough devotion to the school, and all its interests, his large sympathy for the struggling teacher, can prove himself worthy of the confidence and respect of the teachers associated with him by helping the struggling one into hope and confidence in herself, into better methods, better ways,

better success, not by censure and crushing condemnation, but by shedding the light of his experience and helpful direction upon her troubled pathway. This is the noblest work of the principal.

I would say to the class teacher, in this connection, never lose confidence in yourself. Strive to realize your own personality, for all personal influence and strength grow out of the qualities that make up your personal character. Seek advice and counsel from your principal, not to relieve yourself from labor and responsibility, but to add to your knowledge, to increase the value of your limited experience, and multiply your own strength. Remember the burden becomes light only to the strong.

Further, I would say, make yourself well acquainted with the thoughts, experience and opinions of the great thinkers in educational science, especially those who have been noted for their large, practical common sense and success in the school room, viz.: Dr. Thomas Arnold, Horace Mann, Dr. Mark Hopkins, George B. Emerson. These men were not only great scholars; they were great teachers in the school and the class room. Their views, their opinions, their experience and their success, may be, if you will, a source of invaluable help to you. Let me say also, teacher, that your life, your knowledge, your experience will be run in an exceedingly narrow circle if you shut yourself up to the limitations of your own seeing and doing. The key to wisdom, power, intelligence and eminent success is the ability and determination to use in a sensible way the wisdom, knowledge and experience of those who have gone before you, as

well as of those who are associated with you. Feel then, that a large acquaintance with the results of the studies and successes of the past leaders of educational thought will insure you against many errors that need not be repeated by you. I feel that a fixed purpose, a clear, definite aim, cannot be too strongly urged. It will make every day a preparation, a stepping stone to the succeeding day, and your success will be practically assured.

You should so harmonize and coöperate with the principal, not only in your own class, but also in the general welfare and progress of the school as a whole, that he can take you into the high council of the school.

I am clear and strong in this conviction, that the principal who, by his sound wisdom, discretion and practical common sense, cannot, within a reasonable time, secure the confidence, good will and coöperation of his corps of teachers, is wanting in the essential elements of the successful principal. The teacher should and must feel that the principal is in sympathy and accord with her efforts; that his administration is the safe and sure foundation upon which the policy and promise of the school rests. She must feel, also, that she can and will be supported in her wise management of the class.

Here permit me to note one of the most common mistakes, and in my judgment, the most disastrous to the personal influence and management of the class teacher. It is this—the hasty and frequent sending, for trifling offenses, pupils to the principal for discipline. Nothing irritates or antagonizes the pupil with greater

certainty than to be hurried off to the principal without an opportunity in many cases to know why. Every time the class teacher unnecessarily goes outside of herself for help in such cases, she detracts seriously from her own strength. This is not to be understood as meaning that the teacher is to be left to struggle with disorder and disobedience until she is overwhelmed, but to lead her to make the distinction between wise counsel with the principal as how best to treat such cases, and the summary and frequently angry reference for instant punishment. The large experience and the assured good sense and good judgment of the principal should always be reachable and available by the class teacher. I would say, then, never refer a pupil in haste or in anger; but firmly and with great determination of purpose, quietly and with great faith in yourself, proceed to the treatment of the case intelligently and wisely.

The principal should be the great counsellor and adviser in the school in all its activities, relations and departments. He should understand how to coördinate, relate and balance them. He should never permit his school to become top-heavy or in any way lopsided. Symmetry and thorough adaptation in all its parts should always characterize the entire institution. His plan and arrangements, and his confidence in and relations with all the class teachers, and their respect for and confidence in him, should be such that he at all times knows what is going on, what weaknesses or defects exist, and by what means they can best be removed. He should not wait until the end of the term or the semi-annual or annual examinations to find

out the condition or intellectual standing of the class, and then be surprised that so little and such poor work has been done. The condition of the school should be a matter of every day knowledge with him.

Another function of the principal should be noted here. He should be a training master for his teachers in the principles and practice of the profession of teaching. I do not mean he should be merely a theorizer. His training should abound in abundant examples practically illustrating the great art of teaching. He should keep abreast with the deepest thought, the best methods and improvements in all lines of his profession. If he do this, I venture to say that he will not often have occasion to complain that his associates are unwilling to attend the meetings he may call to study, discuss and compare the subjects, principles and methods used by the various teachers.

Still another duty seems to fall more largely upon the principal than any other. I refer to the relation of the school to its patrons. In a community the relation of the patrons to the school is a matter of great moment, as affecting the mutual confidence that is always essential to its greatest prosperity. The punctuality, regularity, cleanliness, attention to home work, and that ready and hearty coöperation with the teachers in all their efforts to bring the school up to the highest degree of efficiency and usefulness in all its work, can be greatly aided by this confidence and harmony between the school and its patronizers.

The principal is the one source and power through whom this much desired condition of things can be accomplished. He should take good care that his



classes and teachers are not unnecessarily interfered with, and that at the same time that the patrons shall have full and wise consideration, when desiring proper information concerning their children.

### CONCLUSION.

In concluding this report, I desire to express my general satisfaction with the results of the year's work. The spirit pervading the schools has been good in nearly every respect.

The Board and the various committees have in no respect abated the efforts for the improvement of the schools, and the advancement of the educational interests of the city.

I again thank the principals and the teachers for their cheerful and continued coöperation with the Superintendent for the furtherance of the school interests of our city. Also his Honor, the Mayor, for his continued interest in the schools during the year. Also the secretaries, Superintendent of Buildings, and the clerks, for their continued efficient coöperation.

To the Board I express my hearty appreciation of its confidence and support.

Respectfully submitted,

WM. N. BARRINGER,

*City Superintendent of Public Schools.*



PART III.

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APPENDIX.

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SCHOOL DIRECTORY.  
BUILDINGS.



PART III.

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APPENDIX.

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SCHOOL DIRECTORY.

BUILDINGS.



# SCHOOL DIRECTORY.

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## BUILDINGS.

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### NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class Rooms, Eight.

Janitor, PATRICK ENNIS, 110 Warren street.

### HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Nineteen.

Janitor, RICHARD WHITE, 196 Plane street.

### HIGH SCHOOL ANNEX.

Location, 103 Washington street, near Bleecker.

Rented.

Opened, September 15th, 1888.

Class Rooms, Six.

Janitor, MRS. JULIA BLAKE, 46 Warren street.

**BURNET STREET.**

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Fourteen.

Janitor, JOSEPH GLASS, 250 High street.

**STATE STREET.**

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

**WASHINGTON STREET.**

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Class Rooms, Fifteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

**MARSHALL STREET.**

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89.

Class Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.



## LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WM. E. JACKSON, 25 Division place.

## COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Rooms, Six.

Janitor, SAMUEL R. CARR, 127½ Commerce street.

## COLORED.

Location, rear Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, SAMUEL R. CARR, 127½ Commerce street.

## LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863; 1870-71; 1881; 1884.

Class Rooms, Sixteen.

Janitor, PETER BIRCH, 78 Lafayette street.

### NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Seventeen.

Janitor, CHAS. F. CLARK, 498 South Eighteenth street.

### SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879; 1888-89.

Class Rooms, Fourteen.

Janitor, NICHOLAS MORGENSTERN, 509 South Tenth street.

### CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

### THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Class Rooms, Eight.

Janitor, JOSEPH WINCKLHOFFER, 44 Richmond street.

**WICKLIFFE STREET ANNEX SCHOOL.**

Location, 39 Wickliffe street.  
 Opened, November 6th, 1889.  
 Class Rooms, Four.  
 Janitor, MRS. MARY A. BENNETT, 267 Norfolk street.

**WICKLIFFE STREET.**

Location, Wickliffe street, corner School.  
 Opened, 1848-49.  
 Opened, as a Grammar School, 1849.  
 Opened, as a Primary School, September 1st, 1873.  
 Class Rooms, Six.  
 Janitor, ELIZABETH WALSH, rear of school.

**SUMMER AVENUE.**

Location, Summer avenue, near Second.  
 Opened, 1883-84.  
 Opened September 5th, 1884.  
 Class Rooms, Twelve.  
 Janitor, GOTTFRIED BIEBER, 62 Seabury place.

**WEBSTER STREET.**

Location, Webster street, corner Crane.  
 Opened, 1855-56.  
 Opened, April 20th, 1857.  
 Class Rooms, Twelve.  
 Janitor, HUGH COYNE, 33 Seventh avenue.

**"FRANKLIN" SCHOOL.**

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Class Rooms, Eight.

Janitor, DOCTOR WILSON, 344 Broad street.

**BLOOMFIELD AVENUE SCHOOL.**

Location, 178 Bloomfield avenue.

Rented.

Opened, September 14th, 1891.

Class Rooms, Two.

Janitor, FANNY MORRIS, 344 Broad street.

**ELLIOT STREET.**

Location, Elliot street, corner Summer avenue.

Erected by Woodside Township.

[Woodside annexed, April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890.

Class Rooms, Nine.

Janitor, MILES I. COEYMAN, 732 Summer avenue.

**CHESTNUT STREET.**

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, JACOB CONNOLLY, 21 Scott street.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened September 6th, 1869.

Class Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 128 Oliver street.

SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened September 5th, 1884.

Class Rooms, Twelve.

Janitor, JAMES MCGEE, 124 Tichenor street.

WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, EDWARD DELANEY, 273 Walnut street.

HOUSTON STREET.

Location, Houston street, near New York avenue.

Erected, 1879 (on leased ground).

Opened, September, 1879.

Class Rooms, Two.

Janitor, AUSTIN PREDMORE, 113 New York avenue

### SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Class Rooms, Twelve.

Janitor, ARTHUR McLEAVEY, 167 Fifth street.

### ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street.

### NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to its present location.

Opened, September 6th, 1874.

Class Rooms, Six.

Janitor, A. OTTMAN, 302 North Seventh street.

### SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

### HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86.

Class Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

### HAWKINS STREET.

Location, Hawkins street, near Ferry.

Erected, 1887-88.

Opened, January 3d, 1889.

Class Rooms, Eight.

Janitor, WM. BAUMGARTNER, 29 Hawkins street.

### MORTON STREET.

Location, Morton street, corner Broome.

Erected, 1851.

Opened, November 24th, 1851.

Enlarged, 1861; 1869; 1881.

Class Rooms, Twenty-one.

Janitor, JOHN F. PATZ, 219 West Kinney street.

### EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.

Erected, 1871.

Opened, September, 1871.

Class Rooms, Nineteen.

Janitor, JOSEPH MESMER, 265 Eighteenth avenue.

MONMOUTH STREET.

Location, Monmouth street, bet. Spruce and Montgomery.

Erected, 1886-87.

Opened May 2d, 1887.

Class Rooms, Sixteen.

Janitor, WILLIAM OVERGNE, 100 Waverly place.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fourteen.

Janitor, CHARLES D. GRIFFITHS, 187 Brunswick street.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class Rooms, Fourteen.

Janitor, THOMAS JOHNSON, 66 Newark street.

LOCK STREET.

Location, Lock street, bet. Central and Sussex avenues.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, MARTIN MARONEY, 16 Lock street.



INDUSTRIAL SCHOOLS.

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JAMES STREET.

Location, No. 8 James street.

Class Rooms, Three.

Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.

Class Rooms, Two.

Janitor, JACOB RAISNER, 51 Clover street.

These buildings are owned by corporations, from whom the Board rents school rooms.



SCHOOL DIRECTORY.

TEACHERS.



# SCHOOL DIRECTORY.

## TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
on, Ella C.....	Commerce St. P.	Assistant ..	7 West Park st.
, Alvia C.....	South 8th St. G.	1st Ass'nt..	17 Gould ave.
, Myra W.....	Webster Street P.	Assistant ..	144 $\frac{1}{2}$ Fourth ave.
Mary L.....	Hawkins Street P.	"	95 Emmet st.
Ardelia H.....	High .....	1st Ass'nt..	56 Park pl.
Georgiana.....	Summer Ave. G.	Assistant ..	130 Belleville ave.
Jane E.....	Washington St. G.	V. Principal	24 Franklin st.
Cornelia L.....	Lawrence St. P.	Assistant ..	3 Eighth ave.
Mrs. Mary M.....	Wickliffe St. An'x	"	122 Orchard st.
on, Anna.....	Camden Street P.	"	111 Spruce st.
on, Henry S.....	Lawrence St. G.	Principal ..	208 South Sixth st.
ay, Lizzie.....	Wickliffe Street P.	Assistant ..	32 $\frac{1}{2}$ Webster st.
atalie.....	High .....	3d Ass'nt ..	56 Taylor st.
le, Jennie M.....	South Street P.	Assistant ..	108 Bleecker st.
Elizabeth K.....	North 7th St. P.	"	105 No. Seventh st.
bach, Mary C.....	South 10th St. P.	H'd Ass'nt.	Vailsburg, N. J.
Sarah A.....	Central Avenue G.	Assistant ..	122 Halsey st.
Margaret.....	18th Avenue G.	V. Principal	102 Sherman ave.
Margaret J.....	Newton Street G.	Assistant ..	204 Plane st.
n, Anna A.....	Newton Street P.	"	27 Bathgate pl.
n, E. Belle.....	Morton Street P.	"	171 Fourth ave.
n, Emma F.....	Hamburg Pl. Int.	V. Principal	23 Warwick st.
n, Lucasta C.....	North 7th St. P.	Assistant ..	37 Myrtle ave.
n, Mary A.....	Bloomfield Ave. P.	"	28 Fulton st.
n, M. Lillian.....	Chestnut Street P.	"	71 Pennsylv'ia ave.
attie E.....	18th Avenue P.	"	109 Sherman ave.
d, Charlotte R.....	Washington St. P.	"	402 Plane st.
t, Edith C.....	Lawrence St. P.	"	186 Mulberry st.
, James M.....	Colored .....	Principal ..	15 Elm st.
Della W.....	Lock Street P.	Assistant ..	119 Central ave.
Sarah E.....	Oliver Street G.	1st Ass'nt..	23 Warwick st.
ley, Emma E.....	Chestnut Street G.	Assistant ..	76 Elizabeth ave.
Mary E.....	South Street P.	"	27 Chestnut st.
r, Elizabeth H.....	Commerce St. P.	V. Principal	Irvington, N. J.
r, Katherine F.....	Chestnut Street P.	Assistant ..	90 Clinton ave.
e, Annie L.....	Central Avenue P.	"	33 Morton st.
t, Laura J.....	Burnet Street G.	1st Ass'nt ..	114 Orange st.
, Carrie W.....	So. Market St. G.	"	947 Broad st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Berry, Arisena.....	Monmouth St. P.	Assistant ..	47 Parkhurst st.
Berry, Estelle V. ....	Miller Street G.	"	47 Parkhurst st.
Betts, Margaret E. ....	Elliot Street P.	"	506 Summer ave.
Beyer, Augusta M. H. ....	Oliver Street P.	"	99 Elm st.
Bigelow, Elizabeth G. ....	High Annex.....	3d Ass'nt ..	899 Broad st.
Bimble, Marie C. ....	State Street P.	Assistant ..	322 Broad st.
Bingham, Cora E. ....	Miller Street P.	"	90 Wright st.
Bingham, Lizzie M. ....	Wickliffe Street P.	"	176 So. Seventh st.
Bird, Mary R. ....	Lafayette St. P.	"	113 Bruen st.
Bissell, Wm. E. ....	Burnet Street G.	Principal ..	299 High st.
Blake, K. S. ....	Normal & Train'g	"	195 South Sixth st.
Bogan, Margaret A. ....	Hawkins Street P.	Assistant ..	82 Prospect st.
Bolton, Amy L. ....	Elliot Street P.	"	25 Taylor st.
Boughner, Emily. ....	So. Market St. G.	"	287 Walnut st.
Bowers, Ida. ....	Monmouth St. P.	V. Principal	343 Washington st.
Brackin, M. Fannie. ....	Webster St. P.	Assistant ..	24 Mt. Prospect ave
Branum, Sarah N. ....	Chestnut St. G.	1st Ass'nt..	19 Hill st.
Bristol, Kate L. ....	South 8th St. P.	Assistant ..	24 Bathgate pl.
Brookfield, Eliza A. ....	State St. P.	Principal ..	100 Central ave.
Brookfield, Sarah A. B. ....	State St. P.	Assistant ..	100 Central ave.
Buchanan, Fannie L. ....	Lawrence St. G.	1st Ass'nt..	201 Mt. Pleasantave
Buehler, Annie J. ....	So. Market St. P.	Assistant ..	81 Oxford st.
Burgyes, Annie S. ....	North 7th St. P.	"	24 Gould ave.
Burgyes, Edith. ....	Camden St. P.	"	24 Gould ave.
Burnett, Priscilla. ....	13th Avenue P.	"	112 Thirteenth ave.
Burns, Mary C. ....	Lafayette St. P.	"	36 Elm st.
Burritt, Eva Egerton. ....	Chestnut St. P.	"	27 Brunswick st.
Bush, Ida J. ....	Lock Street P.	"	318 Belleville ave.
Buttle, Irene M. ....	Lafayette St. P.	"	22 Franklin st.
Büttner, Marie. ....	High.....	Teacher in charge of German..	68 Park pl.
Camden, Marian D. ....	Burnet St. P.	V. Principal	56 Park pl.
Canfield, Jennie B. ....	Central Ave. G.	1st Ass'nt..	116 Orange st.
Carter, S. Fannie. ....	Walnut Street P.	Principal ..	38 East Park st.
Cashion, Lillian I. ....	Morton St. P.	Assistant ..	29 Morton st.
Cation, Lizzie. ....	Morton St. G.	Assistant ..	31 Orchard st.
Chedister, Louise. ....	Morton St. P.	V. Principal	343 Washington st.
Christie, Emma C. ....	Lafayette St. G.	Assistant ..	31 Lafayette st.
Clark, Joseph. ....	Lafayette St. G.	Principal ..	48 East Kinney st.
Clark, Laura A. ....	Miller St. P.	Assistant ..	92 Miller st.
Clark, Mabel L. ....	18th Avenue P.	"	68 Hillside ave.
Clark, Mary F. ....	Hamburg Pl. P.	"	76 Elm st.
Clarke, Agnes B. ....	Hamburg Pl. P.	H'd Ass'nt.	475 Clinton ave.
Coates, Harriet S. ....	Commerce St. P.	Assistant ..	7 West Park st.
Coe, Cornelia S. ....	Commerce St. P.	"	74 State st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
D.....	Newton St. P....	Assistant ..	Avondale, N. J.
L.....	Webster Street P.	"	74 State st.
ury A.....	Washing'n St. G.	"	500 Washington st.
omas T.....	Franklin P.....	Principal ..	23 Kearny st.
G.....	Newton Street G.	Assistant ..	119 Wickliffe st.
argaret D.....	Lawrence St. G...	"	45 Division pl.
sie B.....	State St. P.....	"	45 Division pl.
.....	Central Ave. G...	"	69 Eighth ave.
ecca.....	South 10th St. P.	"	25 Hill st.
ertie L.....	Marshall St. P....	"	162 Garside st.
atharine B.....	James Street Ind.	Principal ..	51 Bleecker st.
harine.....	Burnet Street G.	Assistant ..	9 Fulton st.
A.....	Summer Ave. P.	H'd Ass'nt..	58 Mt. Pleasant ave
ab M.....	High .....	3d Ass'nt..	58 Mt. Pleasant ave
inette H.....	Burnet Street P...	Assistant ..	68 Burnet st.
ora, Ph. M.....	High .....	1st Ass'nt..	464 Orange st.
a S.....	Burnet Street P.	Assistant ..	53 Halsey st.
ouise.....	Camden Street P.	"	95 W. Kinney st.
n S.....	Washington St. P.	"	95 W. Kinney st.
Georgia B.....	Marshall St. P....	V. Principal	17 Court st.
er J.....	Burnet Street G...	"	35 Burnet st.
e E.....	Webster Street G.	"	34 Everg'n p., E. O.
I.....	Miller Street P...	Assistant ..	16 Cottage st.
ne R.....	Monmouth St. P.	"	481½ Walnut st.
C.....	Washing'n St. G.	"	28 Parkhurst st.
et A.....	Washing'n St. G.	1st Assn't..	28 Parkhurst st.
ia.....	Morton Street G.	"	54 State st.
r B.....	South 8th St. P...	Assistant ..	256 No. Seventh st.
iretta.....	Roseville Ave. P.	"	256 No. Seventh st.
a.....	Morton Street G.	V. Principal	54 State st.
A.....	Camden Street P.	Assistant ..	66 Bloomfield ave.
rtense.....	South 8th St. P...	"	321 South Tenth st.
a C.....	Walnut St. P....	"	168 Clinton ave.
et.....	Franklin P.....	"	318 Belleville ave.
.....	Newton Street P.	H'd Ass'nt..	206 First st.
aura F.....	Colored .....	Assistant ..	108 Mechanic st.
C.....	Lawrence St. P...	"	37 Burnet st.
onna T.....	Central Ave. G...	"	205 No. Fourth st.
ary M.....	Burnet Street G.	"	205 No. Fourth st.
iza C.....	Webster Street P.	"	238½ Belleville ave
ssie K.....	Washington St. G	"	238½ Belleville ave
abeth W.....	Summer Ave. G...	1st Ass'nt..	360 Bank st.
y A.....	South 8th St. G...	V. Principal	360 Bank st.
l. A., A.M.....	South 10th St. Int.	Principal ..	213 South Sixth st.
Henry I.....	18th Avenue G...	"	135 Badger ave.
.....	South 10th St. P.	Assistant ..	20 Centre st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Drew, Minnie I.....	So. Market St. G.	Assistant ..	255 South Eighth st.
Drummond, Adelaide....	Roseville Ave. P.	"	33 Myrtle ave.
Duncan, Lucy G.....	Newton Street P.	"	140 Elm st.
Dunn, Alice N.....	Wickliffe Street P	"	71 South Eleventh st
Dunn, Katherine F.....	13th Avenue P..	"	466 High st.
Dunnell, Anna C.....	South 8th St. P..	V. Principal	84 Lindenav, Blmf'd
Durand, S. Eveline.....	18th Avenue P...	Assistant ..	424 Washington st.
Dusenberry, Emily T....	18th Avenue G...	"	86 Orchard st.
Eagles, Annie McLeod....	Central Avenue P	"	273 High st.
Egbert, Edna C.....	Morton Street P.	"	58 Fair st.
Elder, L. Louise.....	South 8th St. G..	"	96 South Eleventh st
Ellis, Griselda.....	Camden Street P.	"	186 South Sixth st.
Ellis, W. N.....	Music Teacher...	Special ....	177 Quincy, Br'klyn
Ellyn, Lizzie.....	Lafayette St. P..	Assistant ..	148 Washington st.
Enders, J. Virginia.....	Camden Street P.	"	141 Bank st.
Eunson, Sarah A.....	18th Avenue P...	"	120 Sherman ave.
Fawcett, Sara A.....	Drawing Teacher	Special ....	481 Broad st.
Felix, Mary.....	Morton Street P.	Assistant ..	91 Sherman ave.
Felts, Florence.....	13th Avenue P...	"	51 Howard st.
Fine, Carrie H.....	Central Avenue P	"	98 Central ave.
Finter, Emma.....	Oliver Street P..	V. Principal	108 Congress st.
Fithian, Emma I.....	Houston Street P	Assistant ..	41 Pacific st.
Fitzgerald, Jennie B....	18th Avenue P...	"	182 Brunswick st.
Fletcher, Alice M.....	South 10th St. Int.	V. Principal	183 Fairmount ave.
Forbes, Mrs. Isabella....	Newton Street G.	1st Ass'nt..	226 Fairmount ave.
Force, Frances C.....	Camden Street P.	Assistant ..	16 Thomas st.
Forman, George.....	Monmouth St. P.	Principal ..	274 South Eighth st.
Forster, Millie A.....	High .....	1st Ass'nt..	1001 Broad st.
Fort, Fred. W.....	Hamburg Pl. Int.	Principal ..	33 South Tenth st.
Fowler, Helen M.....	Central Ave. G...	Assistant ..	37 Lombardy pl.
Foxcroft, Jennie I.....	State Street P....	"	13 Carteret st.
Freer, Lucy M.....	High Annex.....	2d Ass'nt..	58 Mt. Pleasant ave.
Garabrant, Laurilla.....	Walnut Street P.	Assistant ..	132 Prospect st.
Garrabrant, Anna L.....	Webster Street G	1st Ass'nt..	29 North Ninth st.
Gaston, Kate Z.....	South 8th St. G..	Assistant ..	192 Roseville ave.
Gauch, Lizzie E.....	So. Market St. P.	"	99 Union st.
Gemar, Jennie A.....	Hamburg Pl. Int.	"	203 Main st., E. O.
Geraghty, Linda M.....	Morton Street G.	"	110 Bleecker st.
Giffin, Clarence S.....	Hawkins Street P	Principal ..	73 Court st.
Gilman, F. G.....	High .....	1st Ass'nt..	212 So. Orange ave
Gillott, Jessie.....	Central Avenue P	Assistant ..	34 Jay st.
Gillott, Mrs. M. Augusta.	Lock Street P...	V. Principal	34 Jay st.
Gleason, C. H.....	Summer Ave. G.	Principal ..	104 Fourth ave.
Glover, Flora I.....	So. Market St. G.	Assistant ..	96 Wright st.
Goble, Harriet W. R....	Summer Ave. P...	"	206 Garside st.



## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
el.....	Franklin P.....	Assistant ..	309 Broad st.
ulia.....	Monmouth St. P.	"	18 Pine st.
M.....	Summe Ave. G.	"	310 Summer ave.
ces V.....	South 8th St. P.	"	50 Ninth ave.
M.....	Webster Street G	"	120 Garside st.
s B.....	Chestnut St. G.	"	41 Broad st.
a W.....	High .....	V. Principal	17 West Park st.
Mary Abbie.....	18th Avenue P.	Assistant ..	227 High st.
ginia G.....	Camden Street P.	"	66 No. Eleventh st.
E.....	South 8th St. P.	"	443 Seventh ave.
el G.....	Washington St. G	"	97 Court st.
ence L.....	Monmouth St. P.	"	34 Franklin st.
N.....	Hawkins Street P	"	14 Quitman st.
A.....	Webster Street G.	Principal ..	106 Bloomfield ave.
ah L.....	Webster Street P	Assistant ..	106 Bloomfield ave.
elle.....	Newton Street P.	"	351 Plane st.
hebe.....	Lawrence St. G.	V. Principal	40 Columbia st.
a W.....	Morton Street G.	Assistant ..	Orange ave, Irv'gt'n
H.....	Washington St. G	Principal ..	Heller Parkway.
rence A.....	Franklin P.	Assistant ..	309 Summer ave.
nces M.....	Summer Ave. G.	"	174 Summer ave.
a L.....	Miller Street G.	"	50 Miller st.
lose.....	Normal & Train'g Training Dep't.	"	16 Stirling st.
ry G.....	Franklin P.....	"	5 Clay st.
a M.....	Oliver Street G.	1st Ass'nt..	58 So. Seventh st.
, Caroline Y.....	Roseville Ave. P.	Assistant ..	79 No. Eleventh st.
delaide.....	Oliver Street G.	"	70 Brunswick st.
W.....	Miller Street P.	"	70 Brunswick st.
Annie.....	Hamburg Place P	"	155 Wright st.
ary A.....	Chestnut Street G	H'd Assn't.	49 Columbia st.
ary P.....	Summe Ave. P.	Assistant ..	351 Belleville ave.
en A.....	Roseville Ave. P.	"	568 Orange st.
lie E.....	Wickliffe Street P	"	108 Belleville ave.
E.....	Camden Street P.	"	33 Clinton ave.
.....	Camden Street P.	"	33 Clinton ave.
y L.....	South 10th St. P.	"	247 So. Eighth st.
arrie E.....	Central Avenue P	"	253 So. Eighth st.
ulia L.....	Lawrence St. P.	"	253 South Eighth st.
ulia S.....	Washing'n St. G.	"	186 Washington st.
rgaret.....	Central Ave. P.	V. Principal	175 James st.
Abbie J.....	Walnut Street P.	Assistant ..	29 Cottage st.
Annie O.....	Oliver Street G.	"	29 Cottage st.
isie C.....	Hamburg Pl. P.	"	10 Pacific st.
anette T.....	South 10th St. P.	"	98½ Green st
lda.....	Monmouth St. P.	"	66 Sherman Ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hovey, E. O., A. M., Ph. D.	High .....	Principal ..	30 Orleans st.
Howard, Anna M. ....	13th Avenue P. ....	Assistant ..	156 William st.
Howell, Pamela .....	Summer Ave. G. ....	Assistant ..	120 Third ave.
Hutchings, Carrie C. ....	Walnut St. P. ....	H'd Ass'tnt.	58 Hamilton st.
Hutchings, Emma L. ....	Newton Street P. ....	V. Principal	South Orange, N. J.
Hymes, Sara L. ....	So. Market St. P. ....	Assistant ..	43 Clinton st.
Iliff, C. Blanche .....	Hamburg Pl. Int. ....	"	189 Walnut st.
Ingalls, Bertha E. ....	Elliot Street P. ....	"	42 No. Eleventh st.
Ingalsbe, Caroline A. ....	18th Avenue P. ....	V. Principal	50 East Kinney st.
Issler, Emma A. ....	Morton Street P. ....	H'd Ass'tnt.	32 Nelson pl.
Jackson, Hattie G. ....	Washington St. P. ....	Assistant ..	88 Wakeman ave.
Jenkinson, Harriet K. ....	State Street P. ....	"	24 Baldwin st.
Johnson, Alice E. ....	So. Market St. P. ....	V. Principal	96 Ridgewood ave.
Johnson, Alice I. ....	Morton Street G. ....	Assistant ..	21 Ninth ave.
Johnson, Alyda B. ....	18th Avenue P. ....	"	53 Crawford st.
Johnson, Caroline .....	18th Avenue G. ....	"	278 Academy st.
Johnson, Jane E. ....	Normal & Train'g Normal Dep't. ....	V. Principal	19 Bathgate pl.
Johnson, Mrs. M. Louisa.	James Street Ind. ....	Assistant ..	18 S. Thirteenth st.
Jones, Laura .....	Hamburg Pl. P. ....	"	204 New st.
Joralemon, Della .....	Miller Street P. ....	"	25 Johnson ave.
Jorolomon, Rachel K. ....	Summer Ave. P. ....	"	119 Chester ave.
Kaiser, Carrie A. ....	Camden Street P. ....	"	272 South Ninth st.
Kayser, Charles F. ....	High .....	1st Ass'tnt.	52 Nelson pl.
Keene, Ednah J. ....	Monmouth St. P. ....	Assistant ..	102 Warren st.
Kempe, Augusta .....	Monmouth St. P. ....	"	132½ Court st.
Kempf, Emily M. ....	Summer Ave. G. ....	1st Ass'tnt.	39½ Sixth ave.
Kennedy, J. Wilmer .....	Miller Street G. ....	Principal ..	3 Emmet st.
Kent, Caroline J. ....	James Street Ind. ....	Assistant ..	102 Ridgewood ave.
Kerns, M. Lizzie. ....	Burnet Street G. ....	1st Ass'tnt.	21 Halsey st.
Kinsey, Elizabeth D. ....	Lawrence St. G. ....	"	10 South st.
Kirkpatrick, Mary D. ....	Walnut Street P. ....	Assistant ..	132 Prospect st.
Kitchell, Agnes. ....	Webster St. G. ....	"	247 Broad st.
Klotz, Elizabeth D. ....	Franklin P. ....	"	26 State st.
Labiaux, Aglaè L. ....	Burnet Street P. ....	"	47 Burnet st.
Landmesser, Elizabeth .....	State Street P. ....	"	47 Plane st.
Law, Daisy M. ....	Oliver Street P. ....	"	24 Mulberry pl.
Lawrence, Mary .....	Burnet Street G. ....	1st Ass'tnt.	35 Nichols st.
Lawrence, Minnie J. ....	Washing'n St. G. ....	"	53 Academy st.
Layland, Alice M. ....	Elliot Street P. ....	Assistant ..	45 Eighth ave.
Layton, Julia N. ....	Miller Street P. ....	V. Principal	South Orange, N. J.
Leary, E. Theresa .....	Hawkins St. P. ....	Assistant ..	83 Columbia st.
Leary, Grace M. ....	Morton Street P. ....	"	83 Columbia st.

## TEACHERS—CONTINUED.

ME.	SCHOOL.	RANK.	ADDRESS.
J.....	Lawrence St. G..	Assistant ..	83 Columbia st.
ret A .....	13th Avenue P..	"	83 Columbia st.
nie.....	South Street P..	"	211 Thomas st.
n, Ph.M.....	High .....	1st Ass'nt..	374 Summer ave.
e I.....	Wickliffe St. P..	Assistant ..	73 Warren st.
.....	Wickliffe St. An'x	"	36 Rankin st.
th M.....	18th Avenue P..	"	111 Fourth Ave.
.....	Normal & Train'g		
.....	Train'g Dept..	"	272 3d st., Jer. City.
elle.....	Oliver St. P..	"	212 Summer ave.
a.....	South 10th St. P.	"	249 North Sixth st.
y E.....	Oliver St. P..	"	312 Summer ave.
rid.....	Chestnut St. G..	Principal ..	193 South Sixth st.
yn C.....	Chestnut St. G..	Assistant ..	24 Astor st.
O .....	Hamburg Pl. P..	"	16 Oak st.
e P.....	Walnut St. P..	"	11 East Park st.
.....	Marshall St. P..	"	16 Oak st.
Axford.....	Oliver Street G..	"	98 Green st.
H.....	Miller Street P..	"	83 Vanderpool st.
C., A.M.....	High .....	1st Ass'nt..	36 Kearny st.
Annie H.....	South 10th St. P.	Assistant ..	163 Fairmount ave.
nna M.....	South 10th St. P.	"	226 Fairmount ave.
becca.....	Newton Street G..	1st Ass'nt..	226 Fairmount ave.
y B.....	South 10th St. P.	Assistant ..	92 Astor st.
Elizabeth B.....	Hawkins St. P..	"	169 Elm st.
arriet E.....	So. Market St. P.	"	28 Brill st.
ie P.....	North 7th St. P.	Principal ..	162 Garside st.
delina.....	Colored .....	Assistant ..	80 Bank st.
E.....	South 10th St. P.	"	213 Fairmount ave.
nie.....	Lawrence St. P..	V. Principal	39 State st.
ice A.....	Elliot Street P..	Principal ..	66 Taylor st.
ah, J.....	Normal & Train'g		
.....	Normal Dep't..	Assistant ..	101 Pacific st.
y A.....	North 7th St. P..	"	329 No. Seventh st.
h L.....	Lafayette St. P..	"	17 Oak st.
.....	Lafayette St. P..	"	19 Lombardy st.
.....	High Annex.....	3d Ass'nt..	19 Lombardy st.
E.....	Burnet Street P..	Assistant ..	19 Lombardy st.
e B.....	Webster St. G..	"	230 Garside st.
ia.....	South 8th St. G..	"	99 Congress st.
ide D.....	Lock Street P..	"	137 Bank st.
M.....	Chestnut St. P..	V. Principal	33 Orchard st.
ina D.....	Wickliffe Street P.	Assistant ..	137 Bank st.
e M.....	Walnut Street P..	"	214 Mulberry st.
la.....	Newton Street G..	"	50 Nelson pl.
A.....	Lafayette St. G..	"	54 Elizabeth ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Mock, Kate E.....	13th Avenue P...	Assistant ..	87 Wickliffe st.
Moore, Elizabeth.....	18th Avenue P...	"	96 Sherman ave.
Moore, Elizabeth N.....	Hamburg Pl. P...	"	41 Essex st.
Moore, Hannah.....	South Street P...	V. Principal	118 Miller st.
Moore, Lizzie A.....	South Street P...	Assistant ..	140 Emmet st.
Moore, M. Alice.....	Miller Street G...	"	24 Wakeman ave.
Moorhouse, Mary J.....	Lafayette St. G...	H'd Ass'nt.	221 Mulberry st.
Morehouse, Carrie E.....	Miller Street G...	Assistant ..	70 Murray st.
Morgan, Emma.....	Newton Street G...	1st Ass'nt.	18 Mercer st.
Morgan, Maria E.....	Central Ave. G...	V. Principal	122 No. Sixth st.
Morris, M. Jennie.....	Miller Street G...	1st Ass'nt.	132 Penns'lv'nia ave
Morrison, Ida J.....	Summer Ave. P...	Assistant ..	40 Wakeman ave.
Mullison, Harriet W.....	Clover Street Ind.	Principal ..	145½ Elizabeth ave.
Murphy, Eliza.....	Summer Ave. G...	V. Principal	337 Summer ave.
Myer, Eva.....	State Street P...	"	8 State st.
Myrick, Eliza J.....	Elliot Street P...	H'd Ass'nt.	170 High st.
Nebinger, Mary G.....	Chestnut Street P	Assistant ..	504A Washington st.
Olmstead, Mary, A. B.....	High.....	1st Ass'nt.	17 West Park st.
O'Rourke, Mary A.....	Hamburg Pl. P...	Assistant ..	98 Washington st.
Ortland, Emma E.....	18th Avenue G...	"	43 West st.
Osborne, Clara L.....	Monmouth St. P...	"	83 Court st.
Parker, Isabel A.....	Burnet Street P...	"	21 Halsey st.
Parker, Mary M.....	South Street P...	"	107 Thomas st.
Peck, Adelaide.....	Miller Street G...	1st Ass'nt.	122 Brunswick st.
Peal, Amelia E.....	13th Avenue P...	Assistant ..	137 Court st.
Peer, E. Jane.....	18th Avenue G...	1st Ass'nt.	127 Arlington st.
Peters, Minnie L.....	Wickliffe St. An'x	Assistant ..	328 High st.
Pierson, Eliza H.....	Lawrence St. G...	"	221 Mulberry st.
Poinier, Alice R., A. B.....	High Annex.....	3d Ass'nt	41 South st.
Potter, S. Emily.....	Washington St. P	V. Principal	14 Linden st.
Price, Lillian L.....	Morton Street P...	Assistant ..	14 Linden st.
Price, Mary H.....	Monmouth St. P...	"	303 Belleville ave.
Provost, Anna M.....	Elliot Street P...	"	323 Summer ave.
Putnam, Ella E.....	High.....	3d Ass'nt	66 Oriental st.
Quinlan, James M., A. M.....	High.....	1st Ass'nt.	506 Summer ave.
Quinlan, Margaret G.....	Elliot Street P...	Assistant ..	506 Summer ave.
Rasch, Margaret A.....	18th Avenue P...	"	167 Boyd st.
Reeve, Ella A.....	Hamburg Pl. P...	"	110½ Bleecker st.
Reeve, M. Emma.....	Burnet Street G...	"	11 Linden st.
Reeve, Nellie E.....	South Street P...	"	139 Brunswick st.
Reeve, Virginia R.....	State Street P...	"	89 New st.
Richards, Lucy A.....	Elliot Street P...	"	21 Taylor st.
Richards, Mary H.....	High.....	2d Ass'nt.	21 Taylor st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
rdson, Marion.....	Chestnut Street P	Assistant ..	13 Penns'l'nia ave.
er, Marietta.....	So. Market St. G.	"	68 Mt. Pleasant ave
Margaret R.....	Houston Street P	H'd Ass'nt.	100 Pacific st.
ts, Grace A.....	Central Avenue P	Assistant ..	56 Wright st.
, Kate.....	Oliver Street G..	"	39 Chestnut st.
ine, Mary E.....	Miller Street G..	V. Principal	23 Chestnut st.
Gertrude E.....	South 8th Street G	1st Ass'nt..	38 Nelson pl.
, Wm. C.....	High	"	18 Burnet st.
ant, Ada E.....	Bloomfield Ave. P	Assistant ..	192 Summer ave.
Ann E.....	Wickliffe Street P	Principal ..	368 Bank st.
E. Louise.....	Franklin P.....	Assistant ..	186 Belleville ave.
Laura B.....	Camden Street P.	V. Principal	7 Pulaski st., E. O.
Lillie G.....	13th Avenue P...	Assistant ..	19 Fulton st.
tt, Augustus.....	South 8th St. G..	Principal ..	56 So. Eleventh st.
tt, Sarah B.....	Roseville Ave. P.	"	56 So. Eleventh st.
ck, Bessie C.....	North 7th St. P..	Assistant ..	50 Nc. Eleventh st.
ider, Emma D.....	Franklin P.....	V. Principal	252 Belleville ave.
e, Otto H.....	Morton Street G..	Principal ..	37 Hillside ave.
b, Clara.....	Marshall St. P...	Assistant ..	498 Washington st.
rd, Edwin.....	Oliver Street G..	Principal ..	77 Court st.
ood, Mrs. Isadore M.	High Annex.....	1st Ass'nt..	3 Linden st.
on, Amy.....	Franklin P.....	Assistant ..	97 1/2 Garside st.
Emma F.....	Chestnut St. G..	1st Ass'nt..	81 Orchard st.
er, M. Adaline.....	South 10th St. P.	Assistant ..	106 Lafayette st.
Sarah J.....	Webster Street P.	V. Principal	94 Bloomfield ave.
ey, Flora E.....	Newton Street G..	Assistant ..	212 Fairmount ave.
Mrs. C. L. D.....	Lafayette St. G..	V. Principal	177 Quitman st.
, Elizabeth J.....	South 10th St. P.	Assistant ..	118 Hunterdon st.
, Emily A.....	South 10th St. Int.	"	44 Murray st.
, Emma J.....	Chestnut Street G	V. Principal	18 Franklin st.
, Mrs. Fannie W.....	Newton Street G..	"	122 Wickliffe st.
, Ida E.....	Morton Street G..	Assistant ..	22 Richmond st.
, Martha C.....	South Street P...	"	81 Penns'l'vania ave
May G.....	Morton Street P..	"	31 Kearny st.
, Anna M.....	18th Avenue P...	"	95 Sherman ave.
George C.....	High	1st Ass'nt..	285 Belleville ave.
Lydia K.....	State Street P..	Assistant ..	71 Belleville ave.
, Agnes C.....	Morton Street P..	"	45 Astor st.
, Matilda J.....	18th Avenue G...	"	45 Astor st.
ing, Maria L.....	Morton Street G..	1st Ass'nt..	33 Franklin st.
, M. Irene.....	Monmouth St. P.	Assistant ..	26 Nelson pl.
weather, Minnie C.....	Burnet Street P...	"	55 Mulberry st.
, Fannie.....	Oliver Street G..	1st Ass'nt..	128 Monmouth st.
, Susie.....	Oliver Street G..	V. Principal	128 Monmouth st.
ens, Carrie V.....	South 10th St. Int.	Assistant ..	58 Mt. Pleasant ave
ey, M. Ada.....	Morton Street P..	"	65 South Orange ave

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Stites, Belle S.....	Lafayette St. P..	Assistant ..	101 Jefferson st.
Stites, Dora A.....	Lafayette St. P..	V. Principal	101 Jefferson st.
Stout, Mrs. Helen L.....	Monmouth St. P..	Assistant ..	173 Quitman st.
Straus, Amelia.....	Morton Street P..	"	28 Central ave.
Strieby, Mary.....	Webster Street P..	"	68 Park pl.
Stringer, Elizabeth M.....	Washington St. G.	"	51 Avon ave.
Sturgis, Emma M.....	State Street P..	"	198 Plane st.
Sutphen, Julia A.....	Miller Street P..	"	178 Brunswick st.
Sweasy, M. Augusta.....	Normal & Train'g Training Dep't.	"	122 Wickliffe st.
Symons, Evelyn S.....	Oliver Street P..	"	184 Walnut st.
Taylor, A. V., A. B.....	High.....	1st Ass'nt ..	28 Nelson pl.
Taylor, Florence.....	South 8th St. P..	Assistant ..	52 Roseville ave.
Taylor, Geo. O. F.....	Central Ave. G..	Principal ..	69 Sherman ave.
Taylor, Sarah G. A.....	South 8th St. G..	1st Ass'nt ..	34 Elizabeth ave.
Terwilliger, J. L.....	Newton Street G..	Principal ..	228 South Sixth st.
Thacher, C. S., C. E.....	High.....	1st Ass'nt ..	71 Kearny st.
Thomas, Emily B.....	Colored .....	Assistant ..	741 Broad st.
Thompson, Elizabeth L.....	Lafayette St. G..	1st Ass'nt ..	48 East Kinney st.
Thompson, Hattie.....	18th Avenue P..	Assistant ..	102 Pennsylv'nia ave
Thompson, Nellie B.....	Washington St. G.	1st Ass'nt ..	102 Pennsylv'nia ave
Thurber, Lewis W.....	South Street P..	Principal ..	116 Stone st.
Tillard, Albertina G.....	Roseville Ave. P..	Assistant ..	253 Roseville ave.
Tompkins, Florence.....	Newton Street P..	"	37 Lincoln ave.
Tucker, Lizzie D.....	Oliver Street P..	"	22 Miller st.
Turner, Ada M.....	Hawkins Street P.	"	14 Aqueduct pl.
Umbach, Minnie L.....	Miller Street G..	1st Ass'nt ..	71 Emmet st.
Urick, Wm. P. B.....	So. Market St. G.	Principal ..	244 Lafayette st.
Utter, Ella D.....	So. Market St. P..	Assistant ..	112 Green st.
Van Houten, Lizzie L.....	Monmouth St. P..	"	34 Avon ave.
Van Houten, Sadie E.....	18th Avenue P..	"	35 Wright st.
Van Ness, E. May.....	Newton Street P..	"	169 Brunswick st.
Van Ness, Helen M.....	Monmouth St. P..	"	136 Monmouth st.
Van Nortwick, Cornelia A.....	Chestnut St. G..	"	173 Quitman st.
Vliet, Ella L.....	13th Avenue P..	V. Principal	180 Washington st.
Voget, Arnold.....	Camden Street P..	Principal ..	336 Waverly ave.
Vosburgh, Minnie.....	Commerce St. P..	Assistant ..	125 Plane st.
Vreeland, Mrs. Agnes A.....	Central Avenue G.	"	113 Penns'l'nia ave.
Vreeland, M. Louisa.....	Normal & Train'g Train'g Dep't..	V. Principal	39 State st.
Ward, Jessie E.....	Hamburg pl. P..	Assistant ..	31 Sussex ave.
Ward, Mary E.....	So. Market St. G..	V. Principal	91 South Tenth st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
th J.....	Clover Street Ind	Assistant ..	56 Park pl.
milla.....	Roseville Ave. P.	"	73 North Fourth st.
er.....	Chestnut Street P	"	12 Cottage st.
sie G.....	South 8th St. G..	"	55 Myrtle ave.
Lulu.....	Newton Street G..	"	40 Eighth ave.
ie R.....	South 10th St. P.	"	24 Franklin st.
, Addie B.....	Washington St. P	"	17 Court st.
M. Eliza.....	Walnut Street P.	"	106 Pennington st.
osephine A.....	Hamburg Pl. P..	"	21 Hillside ave.
mma R.....	Monmouth St. P..	"	38 Warren st.
e B.....	Summer Ave. P..	"	377 Summer ave.
Martha S.....	Summer Ave. G..	1st Ass'nt..	377 Summer ave.
bert B.....	13th Avenue P..	Principal ..	198 Littleton ave.
sie M.....	Monmouth St. P.	Assistant ..	27 Monmouth st.
zzie H.....	Marshall St. P..	"	20 Court st.
ia.....	Lawrence St. P..	"	23 Court st.
a A.....	Lafayette St. P..	"	38 Grove st.
e A.....	Camden Street P.	"	38 Grove st.
Emma F.....	Morton Street P.	"	42 Eighth ave.
ry.....	North 7th St. P..	"	256 No. Seventh st.
Elizabeth.....	South 8th St. G..	"	109 No. Seventh st.
.....	Lafayette St. P..	"	58 Pacific st.
ce E.....	South Street P..	"	295 East Kinney st.
elia R.....	Normal & Train'g		
	Train'g Dep't...	"	74 Fourth ave.
ry A.....	South Street P..	"	295 East Kinney st.
a.....	Hawkins Street P	"	53 South st.





SALARIES.



## SCHEDULE OF TEACHERS' SALARIES.

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

REVISED JULY 25TH, 1890, AUGUST 28TH AND NOVEMBER 27TH, 1891.

GRADE.	1st Year.	2d Year.	3d Year.	Max.
<b>NORMAL AND TRAINING SCHOOL.</b>				
Principal—Male .....				\$2,000 00
Normal Department— De-Principal—Female .....				1,300 00
Training Department— De-Principal—Female .....	\$700 00			800 00
Assistant—Female .....	525 00	\$600 00	\$650 00	700 00
<b>HIGH SCHOOL.</b>				
Principal—Male .....				2,500 00
First Assistant—Male .....	1,400 00			2,000 00
Second Assistant—Male .....	1,200 00			1,300 00
De-Principal—Female .....				1,800 00
First Assistant—Female .....	900 00			1,200 00
Second Assistant—Female .....	900 00			1,000 00
Third Assistant—Female .....	800 00			900 00
Teacher in charge of full division Senior Class .....				1,500 00
Teacher in charge of German .....				1,500 00
<b>GRAMMAR SCHOOL.</b>				
Principal—Male .....				2,000 00
De-Principal—Male .....	1,100 00			1,200 00
De-Principal—Female .....	900 00			1,000 00
Head-Assistant—Female .....				800 00
First Assistant—Female .....				750 00
Assistant—Female .....	475 00	550 00	600 00	\$650 00
<b>INTERMEDIATE SCHOOLS.</b>				
Principal—Male .....				2,000 00
De-Principal—Female .....	800 00			900 00
Assistant—Female .....	475 00	550 00	600 00	\$650 00

## SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	3d Year.	Max.
PRIMARY SCHOOLS.				
Principal—Male .....				\$1,500 00
Principal (6 classes and up- wards)—Female .....				1,000 00
Principal (less than 6 classes)— Female .....				850 00
Vice-Principal—Female .....	\$700 00			800 00
Head Assistant—Female .....				700 00
Assistant—Female .....	475 00	\$550 00	\$600 00	*650 00
INDUSTRIAL SCHOOLS.				
Principal—Female .....				\$700 00
Assistant—Female .....	\$475 00	\$550 00	\$600 00	*650 00
COLORED SCHOOLS.				
Principal—Male .....				1,500 00
Assistant—Female .....	475 00	550 00	600 00	*650 00
SPECIAL.				
Drawing Teacher—Female .....				1,500 00
†Temporary Assistant (Grammar and Primary departments)—Female... }	3 mos. at \$35 00	4 mos. at \$40 00		3 mos. at \$45 00

## ADVANCED EVENING SCHOOLS.

Principal—Male .....	\$70 00 per month.
Assistants—Male .....	55 00 per month.
Assistants, who teach by evening .....	4 00 per even'g.

## EVENING SCHOOLS.

Principal—Male .....	\$60 00 per month.
Assistant—Male or Female .....	\$40 00 and 45 00 per month.

## EVENING DRAWING SCHOOL.

Principal—Male .....	\$60 00 per month.
Assistants—Male .....	\$2 50 and 3 50 per even'g.

## SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

## SUBSTITUTES.

High School—Male .....	\$4 00 per day.
High School—Female.....	2 50 per day.
Grammar Department—Male.....	3 00 per day.
Grammar and Primary Departments—Female.....	1 50 per day.
Evening School.....	\$1 00 per evening.

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NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

† First Assistants and Head Assistants teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

‡ Assistants must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

\* The maximum salary to be specially granted in each case upon a certificate of the Principal of the school where such an Assistant shall be teaching, said certificate to be endorsed by the City Superintendent.



COURSE OF INSTRUCTION.





GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer. Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School } What can be seen. Animals, domestic; days of the week, month of the year, time on the clock-face.	Writing On slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, name, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on multiplication table; exercise in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing No. 1 Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic Spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, Nos. 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing, books Nos. 3 and 3. Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control.

# MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

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GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.	DRAWING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.	Drawing Books No. 5 and 6.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, L. C. Nos. 5, S. C.	Drawing Book No. 7.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Practical lessons in English; exercises in Composition.	To page 213.	Nos. 5 and 6 Graphic, L. C.	Drawing Book No. 8.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Practical lessons in English; Declaration and Composition.	From page 213 to end of book.	No. 7, L. C.; Graphic Blank.	Drawing Book No. 9.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week and Writing three times.

# MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COMMERCIAL COURSE—TWO YEARS.

1917-1918.			
1st Term.	Arithmetic.	Bookkeeping; Penmanship; Commercial Correspondence; and Business Forms.	Geography
2d Term.	Arithmetic.		History
3d Term.	Arithmetic.		Science, or Physiology.
4th Term.	Arithmetic.		
5th Term.	Algebra.	Bookkeeping; Commercial Law and Correspondence; Business Forms, and Civil Government.	Geography
6th Term.	Algebra.		History
7th Term.	Algebra.		Science, or Physiology
8th Term.	Algebra.		

Language. Lessons, Composition and Dictation through the course. Grammar, optional.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## CLASSICAL COURSE—(FOUR YEARS.)

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Greek Grammar and Lessons. Greek Grammar and Lessons. Greek Grammar and Lessons.
3D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Cicero. Cicero. Virgil's Æneid. (Latin Prose.)	Anabasis. Anabasis. Anabasis. (Greek Prose and History.)
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry, or German. Review.	Virgil's Æneid, Georgics, Bucolics, Roman History and Review.	Iliad. Iliad. Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may omit Geometry and Trigonometry, and take German instead.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Natural Philosophy. Natural Philosophy. Natural Philosophy.
3D YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Geometry.	Cicero. Cicero. Virgil's Æneid. (Latin Prose) or German.	General History. Political Economy. Political Economy.
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	Virgil's Æneid. Georgics, Bucolics. Roman History and Review or German.	Chemistry. Chemistry. Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

# MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS).

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic, $\frac{1}{2}$ yr. Algebra, $\frac{1}{2}$ year.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons, or German.	Physiology. Physiology. Botany.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Latin Gram., Lessons. Cæsar. Cæsar, or German.	Physical Geography. Physical Geography. Natural Philosophy.
<b>3D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Cæsar. Cæsar. Cæsar, or German.	History. History. Rhetoric.
<b>4TH YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Review.	Virgil. Virgil. or German. Astronomy.	English Literature. English Literature. English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitation through the course.

# MANUAL OF INSTRUCTION—HIGH SCHOOL.

## ENGLISH COURSE—(FOUR YEARS).

1ST YEAR. 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Bookkeeping, Penman- ship and Commercial Correspondence, and Business Forms.	Physiology. Physical Geography. Physical Geography.
2D YEAR. 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Bookkeeping. Com- mercial Law and Cor- respondence, Busi- ness Forms and Civil Government.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
3D YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Geometry.	Rhetoric, $\frac{1}{2}$ year. Chemistry, $\frac{1}{2}$ year.	General History, $\frac{1}{2}$ year. Political Economy, $\frac{1}{2}$ year.
4TH YEAR. 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry, $\frac{1}{2}$ year. Geology, $\frac{1}{2}$ year.

Language Lessons, Drawing, Composition and Declamation through the course.

# NORMAL AND TRAINING SCHOOL.

## NORMAL DEPARTMENT.

### COURSE FOR FIRST YEAR.

FIRST TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penman- ship.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physical Geography on the basis of geographical and historical study and teaching. Music. Physical Culture. Drawing.
SECOND TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penman- ship.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physiology and Hygiene as applied to the school room. Music. Physical Culture. Drawing.
THIRD TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penman- ship.	Critical reading of Political Economy. To be accompanied with essay and composition work.	Lectures on the Science and Philoso- phy of Education and the Methods of Instruction to be continued through the year. Music. Physical Culture. Drawing.



## COURSE FOR SECOND YEAR.

FIRST TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the History, Philosophy and Science of Education and the Methods of Instruction. Botany. Music. Physical Culture. Drawing.
SECOND TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the General Principles of School Management. Botany. Music. Physical Culture. Drawing.
THIRD TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	Review of the general Principles and Methods of Teaching and School Management.	Literature, including selections from writers in the Fine Arts and Poetry.	Lectures and discussions of educational works and educational questions. Music. Physical Culture. Drawing.

In addition to the above course, each pupil in the Normal and Training School is required to spend at least eight weeks of each year in practical class room work in the Training Department, under the special direction of the City Superintendent and Principal of the Normal and Training School.

## MANUAL OF INSTRUCTION—CONTINUED.

## DISTRIBUTION OF WORK.

## PRIMARY DEPARTMENT.

## ARITHMETIC.

## FOURTH GRADE. I

*First Term.*—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1's equal 2, 5 *plus* 1 *equals* 6, three 2's *equal* 6, two 3's *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2's in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

*Second Term.*—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9, and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

*Third Term.*—From 1 to 15. Review previous work. Continue the combination and separation of numbers,

using the figures and signs,  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $)$ ,  $($ ,  $=$ . Give many simple questions, as : John has 4 apples and William has 5 ; how many have both ? What will 4 lemons cost at 4c. each ? At 2c. each how many can you buy for 10c. ? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. Use objects when necessary.

#### THIRD GRADE.

*First Term.*—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows : George has 3 apples and James has 3 apples ; how many have both ? What cost 4 lemons at 2c. each ? Give many exercises in completing equations, as : 7 *minus—equals* 5, three 2's *equal—* ? Drill the class in rapid slate work, as : 3 *plus* 7, or 4 *plus* 6, or two 5's or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number. No careless work should be allowed. Objects may be used for illustration.

*Second Term.*—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ . As  $\frac{1}{3}$  of 12 *equals* 4. No careless work should be allowed. Objects may be used for illustration.

*Third Term.*—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work.

Give exercises in subtraction, multiplication and division. Continue practical examples; also original examples. Continue the use of fractional parts,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . As  $\frac{1}{10}$  of 20 = 2. Continue the use of objects for illustration.

### Fish's Arithmetic, No. 1.

#### SECOND GRADE.

*First Term.*—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

*Second Term.*—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost? 3 gills? 4 gills? 1 pint? etc. Teach these tables objectively.

*Third Term.*—Review previous work and advance to 100. Combine and separate numbers and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

## FIRST GRADE.

*First Term.*—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond to the written work.

*Second Term.*—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs \$2.36, what will 2 bushels cost? 2 pecks? etc. If 5 gallons cost \$23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.:  $\frac{2}{4}$  plus  $\frac{1}{4}$  equals how many fourths;  $\frac{7}{8}$  minus  $\frac{1}{8}$  equals how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

*Third Term.*—Review fundamental rules. Continue practical examples as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour how much will he earn in 3 hours? in  $5\frac{1}{2}$  hours? in  $\frac{1}{2}$  hour? Give mental arithmetic examples involving the principles taught in the slate work.

## LANGUAGE.

## Elementary Lessons in English.

## FOURTH GRADE.

*Talking or Conversation Lessons.*—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture; also to tell little stories the pupil has heard, read or told.

*Written Work.*—Teach the pupil to write his name, the name of the street he lives in, the name of the city, also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

## THIRD GRADE.

*Conversation Lessons.*—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

*Means.*—Reproducing the reading lesson; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

*Written Work.*—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and inter-

rogation as may be needed. Continue writing the stories and descriptions the children can tell well.

### Hyde's Practical Lessons in English, Book I.

#### SECOND GRADE.

*First Term.*—Take lessons 1 to lesson 22, page 22.

*Second Term.*—Take lessons 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

*Third Term.*—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

*Conversation Lessons.*—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell what they saw on the way to or from school. Be careful to secure complete and well formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

*Written Work.*—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

#### FIRST GRADE.

*First Term.*—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

*Second Term.*—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

*Third Term.*—Take lessons 23, Part Second, page 80, to

lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

*Conversation Lessons.*—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

*Written Work.*—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

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## GEOGRAPHY.

### THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.



## Swinton's Introductory.

## SECOND GRADE.

*First Term.*—*School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

*Second Term.*—*Essex County*. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

*Third Term.*—*State of New Jersey*. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that the continents and oceans form the surface of the earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course.

## FIRST GRADE.

*First Term.*—Review previous work by reading and conversational lessons on the first fifteen pages of the introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

*Second Term.*—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

*Third Term.*—Review. Take the Southern States, Eastern division, pages 45 to 47 inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

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READING.

## FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the word and phonetic methods, use objects, pictures

and sketches upon the board. Lead the children to talk freely about the lesson.

#### THIRD GRADE.

Finish Primer and First Reader ; spell all the words. Phonetic exercises and spelling. Classify words according to similar sounds : cat, rat, hat, man, pan, ran, run, sum, etc.

#### SECOND GRADE.

Second Reader. Supplementary Readers. Spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper expressions of any kind.

#### FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic Spelling ; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give special care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

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### WRITING.

#### FOURTH GRADE.

Writing simple copies from the blackboard on the slate.

THIRD GRADE.


Writing on the slate or exercise paper ; writing the name of the pupil, etc.

SECOND GRADE.

Graphic System, shorter course, No. 1.  
Two books during the year, with use of practice paper.

FIRST GRADE

Graphic System, No. 2, S. C., first half year.  
Graphic System, No. 3, S. C., second half year.  
Two books during the year.

 The pencils, pen and ink should always be kept in a proper condition for use. All the written work as well as the regular written lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

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DRAWING.

FOURTH GRADE.

Cards, First Series with Manual.

THIRD GRADE.

Cards, Second Series with Manual.

SECOND GRADE.

Drawing Books, Nos. 1 and 2.

FIRST GRADE.

Drawing Books, Nos. 3 and 4.  
Drawing models, modeling clay.  
Colored paper.

## PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

The teacher will call attention of the children to their bodies as a whole ; what they can do with them ; as : walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

*Breathing.*—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

*Drinking.*—What we drink, how and why ; right time

and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

*Eating.*—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

*Cleanliness.*—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

#### THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology is the body.

#### SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, legs, feet, etc. Call attention to their obvious uses and common abuses.

## FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

*Bones and Muscles.*—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

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## MUSIC.

## Jepson's Music Reader. Book First.

## FOURTH GRADE.

*First Term.*—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

*Second Term.*—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

*Third Term.*—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

## THIRD GRADE.

*First Term.*—Beginning at chapter XVI, page 31, take to chapter 27, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

*Second Term.*—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

*Third Term.*—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

## SECOND GRADE.

*First Term.*—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

*Second Term.*—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

*Third Term.*—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

## FIRST GRADE.

*First Term.*—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.



*Second Term.*—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

*Third Term.*—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

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## ORAL LESSONS.

### FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen ?  
( What cannot be seen ?

Animals, domestic ; days of the week, months of the year, time on the face of the clock ; parts of the human body.

### THIRD GRADE.

Objects at home and at school ; parts of the human body, with their uses ; distance, direction, time, continued ; form, size, color, illustrated by objects.

### SECOND GRADE.

Trees, plants and flowers ; qualities ; form, size and color ; human body with its parts ; senses and the laws of health ; tables of weights and measures ; articles we buy at the grocer's.

**FIRST GRADE.**

Occupation of men, women and children ; manufactured articles ; conveyance on land and water ; human body with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

## GRAMMAR DEPARTMENT.

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### ARITHMETIC.

**Fish's No. 2.**

#### FOURTH GRADE.

*First Half Year.*—From beginning of book to page 74. Mental Arithmetic, lessons 17 to 25.

*Second Half Year.*—From page 74 to page 93, with review. Mental Arithmetic, lessons 25 to 29, with review.

#### THIRD GRADE.

*First Half Year.*—From page 93 to page 127, with review. Mental Arithmetic, lessons 29 to 35, with review.

*Second Half Year.*—From page 127 to page 145, with review. Mental Arithmetic, lessons 35 to 40, with review.

#### SECOND GRADE.

*First Half Year.*—From page 145 to page 173, with review. Mental Arithmetic, lessons 40 to 44, with review.

*Second Half Year.*—From page 173 to 198, with review. Mental Arithmetic, lessons 44 to 48, with review.

**NOTE.**—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc.

## FIRST GRADE.

*First Half Year.*—From page 198 to page 242, with review. Mental Arithmetic, lessons 48 to 52, with review.

*Second Half Year.*—From page 242 to page 269, with review. Mental Arithmetic, lessons 52 to 54, inclusive, with review.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

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## LANGUAGE.

## Hyde's Practical Lessons in English. Book I.

## FOURTH GRADE.

*First Term.*—Take lesson 28, page 87, to lesson 42, page 101.

*Second Term.*—Take lesson 42, page 101, and complete the book.

*Third Term.*—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

*Oral Work.*—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

*Written Work.*—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

NOTE.—The lessons 39, 40 and 41 on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

**Hyde's Practical Lessons in English. Book II.**

THIRD GRADE.

*First Term.*—From beginning of book to lesson 23, page 41.

*Second Term.*—Take lesson 23, page 41, to lesson 37, page 66, with review.

*Third Term.*—Take lesson 37, page 66, to lesson 45, page 80, with review.

SECOND GRADE.

*First Term.*—Take lesson 42, page 75, to lesson 56, page 100. Review.

*Second Term.*—Take lesson 56, page 100, to lesson 67, page 122. Review.

*Third Term.*—Take lesson 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

FIRST GRADE.

*First Term.*—Take lesson 78, page 136, to lesson 92, page 157. Review.

*Second Term.*—Take from lesson 92, page 157, and complete Part Third.

*Third Term.*—Review the entire book, with special reference to etymology, composition and criticism, analysis and

parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

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## GEOGRAPHY.

### Swinton's Introductory.

#### FOURTH GRADE.

*First Term.*—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

*Second Term.*—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

*Third Term.*—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

**Swinton's Grammar School.****THIRD GRADE.**

*First Term.*—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advantages for branches of industry; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions; page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.

*Second Term.*—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

*Third Term.*—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

**SECOND GRADE.**

*First Term.*—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take

the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

*Second Term.*—Review the political divisions and the commercial geography of other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages, 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

*Third Term.*—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

#### FIRST GRADE.

*First Term.*—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

*Second Term.*—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

*Third Term.*—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.



## HISTORY.

## Eggleston's U. S.

*First Term.*—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

*Second Term.*—From page 116 to the capture of Burgoyne's army, page 175.

*Third Term.*—Complete to page 213, and review.

## FIRST GRADE.

*First Term.*—From page 213 to approach of Civil War, page 298.

*Second Term.*—From page 298 to Political Events, page 359.

*Third Term.*—Finish book, and review.

NOTE.—Only the most important dates and events should be memorized.

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## READING.

## FOURTH GRADE.

Third Reader; spelling. Read United States History alternately with Reader.

## THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United States History alternately with Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects. Supplementary reading will form a part of the course.

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SPELLING.

**Metcalf's Spelling and Language Book.**

FOURTH GRADE.

*First Term.*—From beginning to page 40.

*Second Term.*—From page 40 to page 50.

*Third Term.*—From page 50 to page 57.

Constant review.

THIRD GRADE.

*First Term.*—From page 57 to page 74.

*Second Term.*—From page 74 to page 85.

*Third Term.*—From page 85 to page 94.

Constant review.

SECOND GRADE.

*First Term.*—From page 94 to page 112.

*Second Term.*—From page 112 to page 127.

*Third Term*—From page 127 to page 137.  
Constant review.

FIRST GRADE.

*First Term*.—From page 137 to page 153.  
*Second Term*.—From page 153 to page 165.  
*Third Term*.—From page 165 to page 174.  
Constant review.

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WRITING.

FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.  
Graphic System, No. 4, L. C., second half year.  
Two books during the year.

THIRD GRADE.

Graphic System, No. 4, L. C., first half year.  
Graphic System, No. 5, S. C., second half year.  
Two books during the year.

SECOND GRADE.

Graphic System, No. 5, L. C., first half year.  
Graphic System, No. 6, L. C., second half year.  
Two books during the year.

FIRST GRADE.

Graphic System, Blank Writing Book in connection  
with the study and practice of Bookkeeping, throughout  
the year.

## DRAWING.

## FOURTH GRADE.

No. 5, from September to February ; No. 6, from February to July.

## THIRD GRADE.

No. 7, throughout the year.

## SECOND GRADE.

No. 8, throughout the year.

## FIRST GRADE.

No. 9, throughout the year.

## PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

*The Teeth.*—Their number, location, structure, use, abuse and care.

*The Digestive Process.*—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupil and themselves, of personal observation of the parts, organs and the various processes under consideration, going on in their bodies ; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

*Hygiene.*—The common or obvious laws of health.

## THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, fitting the instruction and illustrations to the progress and advancing age of the pupils.

*Blood.*—Call the attention of the pupils to the fact that blood pervades all parts of the body. This may be shown by gently pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins as the channels through which the blood passes through all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

*Hygiene.*—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

## SECOND GRADE.

Follow the line of work indicated for the third grade, tending it as the pupil progresses.

*Respiration.*—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and so on. Dwell upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

## FIRST GRADE.

Continue the line of work for the preceding grammar

grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

*The Nervous System.*—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling ; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

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## MUSIC.

### Song Garden, No. 2.

A manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the

**Manual.** The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

**FOURTH GRADE.**

*First Term.*—Paragraphs 1 to 76, inclusive.

*Second Term.*—Paragraphs 77 to 111, inclusive.

*Third Term.*—Paragraphs 112 to 138, inclusive.

**THIRD GRADE.**

*First Term.*—Paragraphs 139 to 180, inclusive.

*Second Term.*—Paragraphs 181 to 207, inclusive.

*Third Term.*—Paragraphs 208 to 227, inclusive.

**SECOND GRADE.**

*First Term.*—Paragraphs 228 to 255, inclusive.

*Second Term.*—Paragraphs 256 to 285, inclusive.

*Third Term.*—Paragraphs 286 to 306, inclusive.

**FIRST GRADE.**

*First Term.*—Paragraphs 307 to 331, inclusive.

*Second Term.*—Paragraphs 332 to 360, inclusive.

*Third Term.*—Paragraphs 361 to 384, inclusive.

## COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

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This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each:

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### DEPARTMENT OF MECHANICAL DRAWING.

#### FIRST YEAR.

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

#### SECOND YEAR.

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.



(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

#### THIRD YEAR.

(a) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draught of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

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### DEPARTMENT OF ARCHITECTURAL DRAWING.

#### FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.
- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
- (b) Elevations.
- (c) Sections.
- (d) Perspective continued.

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DEPARTMENT OF FREE-HAND DRAWING AND  
ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects :

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (d) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast drawing.
- (d) Shading.

# **COURSE OF STUDY FOR EVENING SCHOOLS.**

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## **FIRST GRADE.**

### **READING.**

**Fourth Reader ; History—Higginson's U. S.; Miscellaneous ; Language Exercises. In alternation.**

### **WRITING.**

**Bookkeeping ; Business Forms ; Correspondence, etc.  
In alternation.**

### **ARITHMETIC.**

**Mental Exercises ; Written Exercises ; Business Exercises ; Original Exercises. In alternation.**

### **ORAL LESSONS.**

**Government—Municipal, State, National.**

**Constitution—State, National.**

**These lessons to alternate ; length, fifteen to twenty minutes each evening.**

## **FRIDAY EVENINGS.**

**First Hour.—Drawing.**

**Second Hour.—Miscellaneous Reading and Discussion.**

## SECOND GRADE.

### READING.

Third or Fourth Reader ; History—Quackenbos' Elementary United States ; Language Exercises. In alternation.

### WRITING.

Copy Book ; Business Forms ; Correspondence. In alternation.

### ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

### ORAL LESSONS.

Government—Municipal, State, National.  
Physiology—Structure, Function, Hygiene.  
In alternation.

## FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

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## THIRD GRADE.

### READING.

Second or Third Reader ; Exercises in Spelling ; Language Exercises. In alternation.

WRITING.

Copy Book ; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.

Physiology—Structure, Function, Hygiene.

In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.



UNGRADED CLASS.

This class will receive instruction in Reading, Writing, Arithmetic, Spelling, Oral Lessons.

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SCHOOL BOOKS AND  
STATIONERY.





## SCHOOL BOOKS AND STATIONERY

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### PRIMARY SCHOOLS.

*Reading.*—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, First Advanced, Second, Second Advanced and Third Readers; Collard's Beginners' Reader, Parts I and II; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States.

*Supplementary Readers.*—Ginn & Co.'s Classics for Children, viz.: Æsop's Fables, Kingsley's Greek Heroes, Irving's Sketch Book, Lamb's Tales from Shakespeare; Lippincott & Co.'s Bert's Primer of Scientific Knowledge; Heath & Co.'s Sea Side and Way Side, Parts I, II, III; Ivison, Blakeman & Co.'s Readings in Nature's Book; Seven American Classics; Book of Tales; Appleton & Co.'s Johonnot's Natural History Series—Five Books.

*Language.*—Whitney's Elementary English (Knox).

*Spelling.*—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words.

*Geography.*—Swinton's Introductory Geography; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 1; Giffin's Number Chart; Gleason's Arithmetical Cards.

*Drawing.*—Walter Smith's Manual of Drawing, Parts I and II, and New Primary; Smith's Primary Drawing Cards, First and Second Series; Smith's Drawing Books, Nos. 1, 2, 3 and 4. Drawing models, modeling clay, colored paper.

*Oral Lessons.*—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

*Music.*—Jepson's First Music Book.

*Writing.*—Graphic System of Writing.

*Stationery.*—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Practice Paper for drawing and writing; Slate Pencils; Pencil Holders; Crayons; Slates, 5x7, 6x9, 6½x10; Numeral Frames; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; Lead Pencils; Diamond and Felt Rubber Erasers; Graphic Scrap Books; Rubber Hand Stamps.

*Miscellaneous.*—Webster's International and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology; Song Garden, No. 2.

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## GRAMMAR SCHOOLS.

*Reading.*—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth

Readers; Monroe's Third, Third Advanced and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higginson's Young Folks' History of the United States; Quackenbos' Elementary History of the United States.

Supplementary Readers.

*Language*.—Whitney's Elementary English (Knox); Hyde's Practical Lessons in use of English, Parts I and II.

*Spelling*.—Metcalf's Spelling and Language Book.

*Geography*.—Swinton's Introductory and Grammar School Geographies; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic*.—Fish's Arithmetic, No. 2; Greenleaf's Intellectual Arithmetic; Gleason's Arithmetical Cards.

*History*.—Eggleston's United States History.

*Drawing*.—Walter Smith's Manual of Drawing, Parts II and III; Smith's Drawing Books, Nos. 4, 5, 6, 7, 8 and 9; Drawing models, modeling clay; colored paper.

*Music*.—Song Garden, No. 2; Musical Manual for Grammar Schools.

*Writing*.—Graphic System of Writing; Meservey's Single Entry Bookkeeping.

*Stationery*.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates; Slates, 6x9 and 6½x10; Crayons, viz.: Waltham, New York Company's, New York

Company's Enameled; Practice Paper for writing and drawing; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; 12-inch Rulers; Graphic Scrap Books; Rubber Hand Stamps; Prang's Compasses.

*Miscellaneous.*—Webster's International and National Dictionaries; Fitz's Globes; Joslyn's Globes; Hooker's First Book in Physiology.

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## HIGH SCHOOL.

*Mathematics.*—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thompson's Commercial Arithmetic; Davies' University Algebra; Brooks' Elementary Geometry; Davies' Legendre; Wentworth's Shorter Course Algebra; Wentworth and Hill's Mathematical Problems; Seaver and Walton's Franklin Algebra.

*Latin.*—Allen and Greenough's Grammar; Leighton's Lessons; Arnold's Prose Composition; Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome; Easy Latin Stories; Latin for Sight Reading; Tetlow's Lessons; Harkness' First Year in Latin; Harkness' Grammar; Leighton's History of Rome; Kelsey's Cæsar; Daniell's Latin Prose; Gradatim—Ginn & Co.

*Greek.*—Harkness' First Book; Leighton's Lessons; Goodwin's Grammar; Jones' Prose Composition; Boice's Xenophon's Anabasis; Goodwin's Xenophon's Anabasis; Owen's Homer's Iliad; Boice's Homer's Iliad; Pennell's Ancient Greece; Moss' First Reader; Smith's Smaller History of Greece; Keep's Iliad.

*German.*—Stern's Studien und Plaudereien, Part I;

Worman's First Book; Worman's Second Book; Bernhardt's (German) Grammar and Reader; Joynes-Meissner's (German) Grammar; Herman Boisen's (German) Prose.

*Natural Science.*—Hooker's Natural History; Dana's Geological Story; Lockyear's Astronomy; Rolfe and Gillett's Handbook of Natural Philosophy; Steele's Physics; Eliot and Storer's Elementary Chemistry; Walker's Physiology and Hygiene; Tracy's Physiology; Gray's How Plants Grow; Houston's Physical Geography; Avery's Elements Natural Philosophy.

*Language and Literature.*—Quackenbos' Rhetoric; Quackenbos' First Lessons in Composition; Gilmore's Art of Expression; Backus' Shaw's English Literature; Hill's Elements of Rhetoric and Composition; Chittenden's Elements English Composition.

*Miscellaneous.*—Townsend's Civil Government; Wayland's Political Economy, abridged; Webster's International and National Dictionaries; Bryant and Stratton's Common School Bookkeeping; The Triumph; Anderson's General History; Carhart's Commercial Law; Sandy's Bookkeeping; Myer's General History.

*Stationery.*—Same as for Grammar Schools, and in addition blank books for commercial department.

Drawing models; modeling clay; colored paper.

#### NORMAL SCHOOL.

*Science.*—Porter's Elements of Intellectual Science; Wayland's Moral Science.

*Reading.*—Cathcart's Literary Reader.

*Music.*—The Triumph; Jepson's First Music Book.

*Stationery.*—Same as for Grammar Schools.



INSTRUCTIONS FOR PREPARING  
CARDS, REPORTS, ETC.





## INSTRUCTIONS FOR PREPARING CARDS, REPORTS, ETC.

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Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V, Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

### RULES FOR KEEPING RECORDS.

*First.*—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

*Second.*—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

*Third.*—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

*Fourth.*—When a pupil has been absent from school more than five consecutive days, for any cause, his or her

name shall be stricken from the roll at the end of five days; the absence, however, shall be recorded while the name remains on the roll.

*Fifth.*—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

*Sixth.*—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

*Seventh.*—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

*Eighth.*—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

*Ninth.*—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

#### DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

## MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

*Attendance*.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

## YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

## HONORARY PROMOTION AND GRADUATION.

Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged "good," shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certificate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

Provided, that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than "fair," and—

Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as "honorary."

No scholar shall be eligible to "honorary graduation" whose "deportment," separately averaged, does not average "good."

All promotions shall be conditioned as follows :

Any pupil who shall fail to sustain "fair" standing in the grade, upon the report of the class teacher to the school Principal, and upon the "advice" of such Principal, after personal examination of the case, may, with the "approval" of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs.

STATISTICS.



# CENSUS, 1891.

## SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

	Enumerator.	No. Children.
	Roswell Davis.....	3,117
nd	Francis Collins.....	2,541
l	Edwin J. Merrill.....	1,340
th	William H. Reynolds.....	2,050
	James Gilsenan.....	1,565
	{ George Koch, Jr. .... }	10,208
	{ Frank Blaufuss..... }	
nth	Thomas Tracey.....	2,369
th	{ F. N. Mandeville..... }	5,309
	{ John V. Case..... }	
1	Adam Kraushaar.....	1,475
h	{ Eugene T. Stanley..... }	4,300
	{ James Hyland..... }	
enth	Aaron C. Jewell.....	2,854
ftth	{ William Weiss..... }	7,061
	{ Morris Raleigh..... }	
teenth	{ William Miller..... }	9,618
	{ John Bien..... }	
teenth	William C. King.....	1,342
enth	Hugh McCarron.....	2,305
		<hr/>
Total	.....	57,454
neration, 1890	.....	55,527
		<hr/>
increase	.....	1,927

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND  
SCHOOL FURNITURE.

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training (Market St.)..	\$15,000	\$18,000	\$33,000
High .....	25,000	48,000	73,000
Burnet Street .....	25,000	50,000	75,000
State Street .....	10,000	19,000	29,000
Washington Street .....	15,000	40,000	55,000
Marshall Street .....	10,000	5,375	15,375
Lawrence Street .....	25,000	45,000	70,000
Commerce Street and Colored .....	10,000	14,500	24,500
Lafayette Street .....	15,000	35,000	50,000
Newton Street .....	10,000	40,000	50,000
Camden Street .....	4,200	32,000	36,200
Thirteenth Avenue .....	8,500	31,000	39,500
South Tenth Street .....	6,000	21,100	27,100
Wickliffe Street .....	6,000	10,000	16,000
Summer Avenue .....	10,000	48,000	58,000
Webster Street .....	10,000	25,000	35,000
" Franklin " School .....	15,000	34,000	49,000
Elliot Street .....	5,000	20,000	25,000
Chestnut Street .....	10,000	40,000	50,000
Oliver Street .....	10,000	40,000	50,000
South Street .....	5,000	28,500	33,500
Walnut Street .....	8,000	7,000	15,000
Houston Street .....	.....	2,000	2,000
South Eighth Street .....	7,000	40,000	47,000
Roseville Avenue .....	4,800	18,000	22,800
North Seventh Street .....	3,000	3,000	6,000
South Market Street .....	8,000	30,000	38,000
Hamburg Place .....	4,900	35,000	39,900
Hawkins Street .....	5,000	31,000	36,000
Morton Street .....	7,000	45,000	52,000
Eighteenth Avenue .....	7,000	40,000	47,000
Monmouth Street .....	6,000	45,000	51,000
Miller Street .....	7,000	35,000	42,000
Elizabeth Avenue .....	2,500	2,000	4,500
Central Avenue .....	10,000	40,000	50,000
Lock Street .....	5,000	6,000	11,000
Site purchased, 1890, 7th Ward ..	4,800	.....	4,800
Site purchased, 1890, 10th Ward ..	7,200	.....	7,200
Site purchased, 1890, 13th Ward ..	9,000	.....	9,000
	\$355,900	\$1,023,475	\$1,379,375



TABLE B.  
SEATING CAPACITY.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Normal and Training—Normal De- partment.....	----	*91	91
Normal and Training—Primary De- partment.....	----	362	362
High .....	†355	†488	843
High Annex .....	----	†246	246
Burnet Street .....	400	450	850
State Street.....	----	572	572
James Street.....	----	162	162
Washington Street .....	417	260	677
Marshall Street.....	----	292	292
Lawrence Street.....	282	316	598
Commerce Street.....	----	240	240
Colored .....	----	200	200
Lafayette Street.....	279	550	829
Newton Street .....	496	412	908
South Tenth Street.....	†170	760	930
Camden Street .....	----	740	740
Thirteenth Avenue.....	----	540	540
Wickliffe Street Annex .....	----	230	230
Wickliffe Street.....	----	334	334
Summer Avenue .....	390	338	728
Webster Street.....	302	316	618
"Franklin" .....	----	462	462
Bloomfield Avenue .....	----	120	120
Elliot Street .....	----	464	464
Chestnut Street .....	399	382	781
Oliver Street.....	424	422	846
South Street .....	----	678	678
Walnut Street .....	----	384	384
Houston Street.....	----	120	120
South Eighth Street .....	418	420	838
Roseville Avenue.....	----	360	360
North Seventh Street.....	----	334	334
South Market Street.....	285	336	621
Hamburg Place .....	†180	660	840
Hawkins Street .....	----	480	480
Clover Street.....	----	90	90
Morton Street .....	408	718	1,126

TABLE B—CONTINUED.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Eighteenth Avenue.....	292	810	1,102
Monmouth Street.....	.....	960	960
Miller Street.....	421	454	875
Elizabeth Avenue.....	.....	120	120
Central Avenue.....	382	404	786
Lock Street.....	.....	236	236
Totals.....	5,945	16,488	22,433

\* Females, no males. Not included in grand totals.

† 355 in Male Department; 734 in Female Department; total, 1,089. Not included in grand totals.

‡ Intermediate Department.

TABLE C.

## REPAIRS.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
and Training .....	\$315 77	-----	\$812 28
work .....	-----	\$150 00	-----
ing .....	-----	296 51	-----
ases .....	-----	50 00	-----
.....	190 18	-----	397 18
nce .....	-----	60 00	-----
ceilings .....	-----	108 00	-----
ig .....	-----	39 00	-----
nex .....	26 02	-----	142 05
work .....	-----	84 02	-----
ig .....	-----	32 01	-----
tréet .....	284 20	-----	834 20
nce .....	-----	310 00	-----
ases .....	-----	240 00	-----
eet .....	52 45	-----	188 87
ng .....	-----	86 42	-----
fence .....	-----	50 00	-----
ton Street .....	89 36	-----	323 58
loor in court .....	-----	200 00	-----
ing .....	-----	34 22	-----
Street .....	36 00	-----	36 00
e Street .....	153 08	-----	588 20
ng .....	-----	257 12	-----
ig .....	-----	178 00	-----
e Street .....	32 31	-----	164 56
nce .....	-----	90 00	-----
entilators .....	-----	42 25	-----
.....	74 81	-----	383 40
ng .....	-----	93 59	-----
obe closets .....	-----	85 00	-----
ceilings .....	-----	130 00	-----
e Street .....	146 40	-----	785 09
idewalk .....	-----	348 00	-----
nce .....	-----	65 00	-----
ceilings .....	-----	110 07	-----
ig roof .....	-----	35 00	-----
ing and gas-fitting .....	-----	80 62	-----
Street .....	149 77	-----	634 07
work .....	-----	161 30	-----

TABLE C.—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Line fence.....	-----	\$75 00	-----
Raising rear windows.....	-----	150 00	-----
Painting.....	-----	98 00	-----
South Tenth Street.....	\$75 83	-----	\$280 29
Stone court floor.....	-----	100 00	-----
Storm shed.....	-----	30 00	-----
Mason work.....	-----	44 46	-----
Drinking boxes.....	-----	30 00	-----
Camden Street.....	41 43	-----	199 10
New class room.....	-----	157 67	-----
Thirteenth Avenue.....	42 19	-----	303 17
Iron work.....	-----	235 00	-----
Mason work.....	-----	25 98	-----
Wickliffe Street Annex.....	8 19	-----	8 19
Wickliffe Street.....	40 50	-----	40 50
Summer Avenue.....	91 05	-----	387 32
Flagging.....	-----	250 28	-----
Plumbing.....	-----	45 99	-----
Webster Street.....	154 01	-----	947 04
Stone sidewalk.....	-----	362 00	-----
Flagging.....	-----	70 35	-----
Plumbing.....	-----	100 68	-----
Board ceilings.....	-----	165 00	-----
New fence.....	-----	95 00	-----
"Franklin".....	54 93	-----	98 55
Plumbing.....	-----	43 62	-----
Bloomfield Avenue.....	11 77	-----	11 77
Elliot Street.....	39 94	-----	99 94
New fence.....	-----	60 00	-----
Chestnut Street.....	82 23	-----	669 04
New water supply.....	-----	167 00	-----
Plumbing.....	-----	144 81	-----
Board ceilings.....	-----	250 00	-----
Painting roof.....	-----	25 00	-----
Oliver Street.....	150 91	-----	343 19
Painting roof.....	-----	39 00	-----
Plumbing.....	-----	103 28	-----
New fence.....	-----	50 00	-----
South Street.....	103 30	-----	500 78
New class rooms.....	-----	301 66	-----
Mason work.....	-----	49 35	-----
Repairing roof.....	-----	46 47	-----
Walnut Street.....	101 82	-----	239 72
Plumbing.....	-----	69 90	-----
Painting roof.....	-----	28 00	-----
Book case.....	-----	40 00	-----
Houston Street.....	10 02	-----	10 02

TABLE C.—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
South Eighth Street .....	\$196 36	.....	\$636 00
Line fence .....	.....	\$210 00	.....
Flagging .....	.....	41 62	.....
Mason work .....	.....	62 30	.....
Plumbing .....	.....	50 72	.....
New class room .....	.....	75 00	.....
Roseville Avenue .....	135 69	.....	209 63
Plumbing and tin work .....	.....	73 94	.....
North Seventh Street .....	76 13	.....	76 13
South Market Street .....	190 89	.....	740 40
New floors .....	.....	250 00	.....
Painting .....	.....	182 00	.....
Repairing roof .....	.....	69 89	.....
Mason work .....	.....	47 62	.....
Hamburg Place .....	155 48	.....	272 95
Painting roof .....	.....	35 00	.....
Plumbing .....	.....	37 05	.....
Hand rail .....	.....	45 42	.....
Hawkins Street .....	29 61	.....	346 20
Flagging .....	.....	147 53	.....
Mason work .....	.....	61 50	.....
Repairing roof .....	.....	107 56	.....
Morton Street .....	266 70	.....	1,133 52
New fence .....	.....	100 00	.....
Painting roof .....	.....	45 00	.....
New partitions .....	.....	360 37	.....
Flagging .....	.....	46 38	.....
Plumbing .....	.....	186 95	.....
Painting work .....	.....	62 00	.....
Mason work .....	.....	66 12	.....
Eighteenth Avenue .....	161 70	.....	1,711 48
New partitions .....	.....	325 00	.....
New water supply .....	.....	115 00	.....
Plumbing .....	.....	128 05	.....
New gas pipes .....	.....	310 83	.....
New fences .....	.....	270 00	.....
Board ceilings .....	.....	150 00	.....
New sashes .....	.....	96 90	.....
Book cases .....	.....	75 00	.....
Painting .....	.....	79 00	.....
Monmouth Street .....	134 51	.....	575 95
Sewer work .....	.....	275 00	.....
Painting roof .....	.....	35 00	.....
Line fence .....	.....	75 00	.....
Plumbing .....	.....	56 44	.....
Miller Street .....	88 20	.....	288 20
New class room .....	.....	175 00	.....

TABLE C.—*Continued.*

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
New wardrobe.....	-----	\$25 00	-----
Central Avenue.....	\$90 66	-----	\$731 95
New tin roof.....	-----	587 00	-----
Painting roof.....	-----	54 29	-----
Lock Street.....	13 02	-----	229 27
New stoop.....	-----	75 00	-----
Repairing roof.....	-----	99 25	-----
Painting.....	-----	42 00	-----
Evening Drawing.....	9 10	-----	9 10

TABLE D.

## FURNITURE AND SUPPLIES.

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
and Training .....	\$88 32	-----	\$88 32
.....	79 67	-----	79 67
ex .....	21 21	-----	21 21
reet .....	24 15	-----	24 15
et .....	22 10	-----	38 14
tes .....	-----	\$16 04	-----
et .....	22 29	-----	22 29
on Street .....	92 59	-----	206 04
niture .....	-----	113 45	-----
street .....	54 70	-----	54 70
Street .....	112 03	-----	587 43
niture .....	-----	475 40	-----
Street .....	19 21	-----	19 21
.....	65 07	-----	342 74
niture .....	-----	261 85	-----
tes .....	-----	15 82	-----
Street .....	73 34	-----	538 70
niture .....	-----	418 00	-----
tes .....	-----	47 36	-----
reet .....	118 81	-----	306 81
niture .....	-----	188 00	-----
th Street .....	85 45	-----	98 09
tes .....	-----	12 64	-----
treet .....	41 91	-----	41 91
i Avenue .....	29 62	-----	29 62
street Annex .....	31 20	-----	31 20
street .....	95 68	-----	108 45
tes .....	-----	12 77	-----
venue .....	102 20	-----	102 20
treet .....	40 95	-----	40 95
" .....	24 24	-----	24 24
Avenue .....	130 10	-----	130 10
et .....	72 02	-----	72 02
street .....	56 19	-----	56 19
eet .....	57 75	-----	197 75
niture .....	-----	140 00	-----
et .....	127 56	-----	127 56
reet .....	8 21	-----	8 21
treet .....	6 18	-----	6 18
th Street .....	117 89	-----	117 89
venue .....	8 61	-----	8 61
enth Street .....	79 20	-----	79 20

TABLE D—*Continued.*

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
South Market Street .....	\$46 83	.....	\$689 23
New furniture .....	.....	\$642 40	.....
Hamburg Place .....	47 60	.....	47 60
Hawkins Street .....	43 27	.....	43 27
Clover Street .....	3 30	.....	3 30
Morton Street .....	205 53	.....	205 53
Eighteenth Avenue .....	191 06	.....	710 31
New furniture .....	.....	519 25	.....
Monmouth Street .....	35 81	.....	35 81
Miller Street .....	100 00	.....	100 00
Central Avenue .....	94 36	.....	270 56
New furniture .....	.....	176 20	.....
Lock Street .....	16 98	.....	16 98
Advanced Evening .....	15	.....	15
Webster Street Evening .....	30	.....	30
South Market Street Evening .....	15	.....	15
Morton Street Evening .....	30	.....	30
Wickliffe Street Summer .....	12	.....	12



**TABLE E.**  
**HEATING APPARATUS AND FUEL.**

	Heating Apparatus.				Fuel.		
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Normal and Training High.....	\$59 31	.....	\$59 31	45	\$204 50	\$7 76	\$212 26
High Annex.....	32 81	.....	32 81	58	264 30	3 88	268 18
Burnet Street.....	25 31	.....	25 31	16	71 85	3 87	75 72
State Street.....	67 75	.....	67 75	52	231 70	3 88	235 58
James Street.....	13 20	.....	13 20	25	115 00	.....	115 00
Washington Street.....	.....	.....	.....	17	78 20	3 88	82 08
Marshall Street.....	44 45	.....	44 45	52½	240 15	3 87	244 02
Lawrence Street.....	31 16	.....	31 16	25	115 80	1 93	117 73
Commerce Street.....	16 50	.....	16 50	87	389 70	.....	389 70
Colored.....	10 45	.....	10 45	35	158 00	.....	158 00
Lafayette Street.....	30 97	.....	30 97	10	47 50	1 94	49 44
Newton Street.....	24 30	1,326 98	1,351 28	59	264 45	.....	264 45
South Tenth Street.....	39 08	.....	39 08	90	405 25	7 76	413 01
Camden Street.....	11 44	47 55	58 99	71	321 35	3 88	325 23
Thirteenth Avenue.....	14 01	95 43	109 44	8½	372 65	3 88	376 53
Wickliffe Street Annex.....	12 57	.....	12 57	46	210 10	3 88	213 98
	9 38	.....	9 38	17	77 20	3 87	81 07

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TABLE E—Continued.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Wickliffe Street.....	\$49 60	.....	\$49 60	17½	\$81 11	\$5 81	\$86 92
Summer Avenue.....	18 28	\$48 02	66 30	106	473 60	7 75	481 35
Webster Street.....	44 08	.....	44 08	50	226 25	7 74	233 99
"Franklin".....	19 96	74 65	94 61	109	272 09	3 88	275 97
Bloomfield Avenue.....	29 05	.....	29 05	5	23 75	1 94	25 69
Elliot Street.....	15 36	.....	15 36	50½	224 84	3 87	228 71
Chestnut Street.....	43 85	.....	43 85	70	315 75	.....	315 75
Oliver Street.....	14 70	47 39	62 09	77	344 15	3 88	348 03
South Street.....	44 29	35 94	80 23	60	273 50	3 87	277 37
Walnut Street.....	17 17	.....	17 17	20	92 00	3 87	95 87
Houston Street.....	14 07	.....	14 07	8	38 00	.....	38 00
South Eighth Street.....	10 84	1,253 80	1,264 64	60½	271 92	3 87	275 79
Roseville Avenue.....	28 68	.....	28 68	50½	225 93	3 88	229 81
North Seventh Street.....	23 17	.....	23 17	12	56 00	1 94	57 94
South Market Street.....	16 56	1,213 00	1,229 56	41½	190 40	.....	190 40
Hamburg Place.....	21 87	.....	21 87	45	203 25	3 87	207 12
Hawkins Street.....	9 75	.....	9 75	42½	196 88	.....	196 88
Glover Street.....	.....	.....	.....	8	35 55	.....	35 55
Morton Street.....	23 11	1,824 00	1,847 11	110	499 16	3 88	503 04

TABLE E—Continued.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Eighteenth Avenue.....	\$15 07	\$40 03	\$55 10	96	\$435 84	.....	\$435 84
Monmouth Street.....	43 38	.....	43 38	80	360 50	\$3 87	364 37
Miller Street.....	23 80	71 02	94 82	55	243 00	3 87	246 87
Central Avenue.....	17 83	80 43	98 26	53	237 55	.....	237 55
Lock Street.....	8 54	.....	8 54	16	72 10	3 87	75 97
Evening Drawing.....	8 20	.....	8 20	4½	20 63	.....	20 63

TABLE E—Continued.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Wickliffe Street.....	\$49 60	.....	\$49 60	17½	\$81 11	\$5 81	\$86 92
Summer Avenue.....	18 28	\$48 02	66 30	106	473 60	7 75	481 35
Webster Street.....	44 08	.....	44 08	90	226 25	7 74	233 99
"Franklin".....	19 96	74 65	94 61	60½	272 09	3 88	275 97
Bloomfield Avenue.....	29 05	.....	29 05	5	23 75	1 94	25 69
Elliot Street.....	15 36	.....	15 36	50½	224 84	3 87	228 71
Chestnut Street.....	43 85	.....	43 85	70	315 75	.....	315 75
Oliver Street.....	14 70	47 59	62 09	77	344 15	3 88	348 03
South Street.....	44 29	35 94	80 23	69	273 50	3 87	277 37
Walnut Street.....	17 17	.....	17 17	20	92 00	3 87	95 87
Houston Street.....	14 07	.....	14 07	8	38 00	.....	38 00
South Eighth Street.....	10 84	1,253 80	1,264 64	60½	271 92	3 87	275 79
Roseville Avenue.....	28 68	.....	28 68	50½	225 93	3 88	229 81
North Seventh Street.....	23 17	.....	23 17	12	56 00	1 94	57 94
South Market Street.....	16 56	1,213 00	1,229 56	41½	190 40	.....	190 40
Hamburg Place.....	21 87	.....	21 87	45	203 25	3 87	207 12
Hawkins Street.....	9 75	.....	9 75	42½	196 88	.....	196 88
Clover Street.....	23 11	.....	23 11	8	35 55	.....	35 55
Morton Street.....	.....	1,824 00	1,824 00	110	499 16	3 88	503 04

TABLE E—Continued.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Eighteenth Avenue.....	\$15 07	\$40 03	\$55 10	96	\$435 84	....	\$435 84
Monmouth Street.....	43 38	.....	43 38	80	300 50	\$3 87	364 37
Miller Street.....	23 80	71 02	94 82	55	243 00	3 87	246 87
Central Avenue.....	17 83	80 43	98 26	53	237 55	....	237 55
Lock Street.....	8 54	.....	8 54	16	72 10	3 87	75 97
Evening Drawing.....	8 20	.....	8 20	4½	20 63	....	20 63

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses: Heating, Fuel, Repairs, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slaters, Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	81	\$784 65	\$76 16	\$341 97	\$4,466 78	\$1,751 41	\$4,500 19	\$4 49	\$55 51
Training Department.....	283	5,214 27	161 38	1,025 88	6,401 50	372 38	6,773 88	57 35	22 62
High.....	660	30,235 04	2,207 90	1,677 21	34,100 15	207 00	34,327 15	3 25	51 70
High Annex.....	128	4,301 84	31 86	1,677 21	5,700 91	116 03	5,816 94	25 44	44 54
Burnet Street Grammar.....	337	7,009 57	245 34	801 49	8,236 40	314 90	8,550 60	73 24	24 44
Burnet Street Primary.....	317	4,525 41	98 02	669 10	5,203 52	235 71	5,399 23	31 16	16 70
State Street Primary.....	465	7,250 11	235 03	885 16	8,370 30	152 46	8,522 76	51 18	00 00
James Street Industrial.....	126	1,922 72	50 23	545 57	2,518 52	—	2,518 52	40 19	06 00
Washington Street Grammar.....	328	7,280 10	399 08	868 06	8,548 14	223 50	8,771 64	1 22	28 06
Washington Street Primary.....	247	3,456 50	139 75	482 27	4,078 52	124 17	4,202 69	57 16	15 15
Marshall Street Primary.....	238	3,656 43	151 07	712 71	4,471 11	—	4,471 11	49 18	70 15
Lawrence Street Grammar.....	283	5,235 78	157 10	612 70	6,325 58	531 07	6,856 65	56 22	35 35
Lawrence Street Primary.....	209	4,167 08	98 83	707 30	4,988 72	379 33	5,368 11	47 23	53 58
Commerce Street Primary.....	197	3,641 34	40 08	561 09	3,804 65	132 25	3,936 90	20 22	28 78
Colored.....	171	3,163 40	170 16	561 09	3,804 65	368 50	4,173 24	99 22	22 78
Lafayette Street Grammar.....	247	4,802 88	354 04	476 46	5,723 38	759 70	6,483 08	1 43	23 17
Lafayette Street Primary.....	536	7,811 13	225 84	1,048 26	9,085 23	1,671 33	10,756 56	42 16	05 15
Newton Street Grammar.....	435	7,065 82	620 90	1,010 12	8,696 84	395 47	9,092 31	1 42	19 90
Newton Street Primary.....	413	6,437 54	108 16	702 30	7,338 00	276 81	7,614 81	48 17	77 77
South Tenth St. Intermediate.....	120	2,578 48	141 71	262 65	3,082 84	40 62	3,098 46	1 10	23 18
South Tenth Street Primary.....	710	8,044 19	280 39	1,138 16	10,352 74	215 03	10,567 77	39 14	60 60
Camden Street Primary.....	686	8,049 76	282 22	1,090 07	10,352 74	215 03	10,567 77	41 15	34 15
Thirteenth Avenue Primary.....	530	6,177 60	179 00	1,090 07	7,338 13	260 08	7,598 21	24 17	01 01
Wickliffe St. Annex Primary.....	174	2,844 80	20 02	760 80	3,604 56	—	3,604 56	1 17	48 48
Wickliffe Street Primary.....	274	4,554 65	95 06	840 80	5,490 41	—	5,490 41	35 17	04 04
Summer Avenue Grammar.....	361	7,577 77	230 81	922 28	8,430 95	196 74	8,627 69	42 23	35 35

TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Janitor, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall States, Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Summer Avenue Primary.....	334	\$4,328 58	\$116 70	\$69 93	\$137 18	\$147 55	\$824 73	98	\$815 86
Webster Street Grammar.....	297	4,676 09	202 70	661 19	5,540 04	366 32	5,636 56	88	59 59
Webster Street Primary.....	262	5,470 53	75 30	661 19	5,216 01	366 51	5,612 59	89	23 23
"Franklin" Primary.....	422	6,055 38	346 46	1,104 56	7,506 40	113 27	7,624 67	82	17 79
Bloomfield Avenue Primary.....	92	602 41	98 34	483 27	1,124 02	-----	1,124 02	1	12 22
Elliot Street Primary.....	327	5,407 57	224 77	1,024 38	6,556 72	60 00	6,716 72	69	20 36
Chestnut Street Grammar.....	303	7,006 06	205 46	731 17	8,033 59	312 97	8,346 56	97	15 96
Chestnut Street Primary.....	334	5,323 61	104 22	639 78	6,067 61	273 84	6,341 45	31	18 17
Oliver Street Grammar.....	383	7,656 84	494 78	874 83	8,936 45	227 85	9,164 25	66	23 33
Oliver Street Primary.....	291	4,594 15	150 81	583 20	5,298 16	151 87	5,480 03	82	18 11
South Street Primary.....	428	6,030 86	350 58	1,341 03	8,721 47	433 42	9,074 89	84	20 19
Walnut Street Primary.....	334	6,030 00	123 04	807 28	7,030 32	137 90	7,168 22	37	21 50
Houston Street Primary.....	118	1,235 80	33 36	434 87	1,703 43	-----	1,703 43	28	14 44
South Eighth Street Grammar.....	389	7,501 49	336 49	922 47	8,760 71	1,016 06	9,776 77	86	22 52
South Eighth Street Primary.....	333	4,300 28	134 83	615 16	5,050 27	677 38	5,727 65	40	15 17
Roseville Avenue Primary.....	339	4,349 53	135 83	981 22	5,466 58	73 94	5,543 52	40	16 13
North Seventh St. Primary.....	257	3,880 99	252 35	735 04	4,868 38	-----	4,868 38	98	18 04
South Market St. Grammar.....	254	5,316 08	233 80	688 97	6,238 15	1,202 46	7,440 61	62	24 56
South Market Street Primary.....	350	4,431 72	226 36	688 97	5,346 35	1,202 45	6,548 80	65	15 27
Hamburg Place Intermediate.....	158	2,374 13	233 06	288 34	3,005 53	25 17	3,120 70	18	19 59
Hamburg Place Primary.....	641	7,850 26	278 12	1,057 21	9,231 84	92 30	9,324 14	51	14 40
Hawkins Street Primary.....	380	4,754 16	324 37	943 56	5,974 84	316 59	6,291 43	87	18 67
Clover Street Industrial.....	95	1,199 59	37 43	260 65	1,497 67	-----	1,497 67	39	15 76
Morton Street Grammar.....	331	6,127 71	203 58	856 43	7,277 72	1,132 98	8,410 70	80	21 09
Morton Street Primary.....	605	8,603 53	249 44	1,177 55	10,030 52	1,557 84	11,588 36	41	16 58
Eighteenth Ave. Grammar.....	243	5,040 17	159 15	581 01	5,780 33	703 02	6,483 35	65	23 82
Eighteenth Avenue Primary.....	660	7,904 36	183 28	1,161 90	10,040 74	1,406 04	11,445 78	88	15 23
Monmouth Street Primary.....	901	10,054 70	354 89	1,453 46	12,761 05	441 44	13,202 49	39	14 16
Miller Street Grammar.....	394	6,475 08	457 88	612 61	7,545 57	136 48	7,672 05	51	24 82
Miller Street Primary.....	470	5,579 93	174 16	700 09	6,454 18	144 54	6,598 72	37	13 73
Central Avenue Grammar.....	313	5,684 64	199 65	681 37	6,565 66	448 96	7,014 62	64	20 08

TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates, Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Central Avenue Primary.....	366	\$4,724 62	\$128 05	\$694 96	\$5,544 03	\$448 90	\$6,092 99	9¢	\$15 51
Lock Street Primary.....	226	2,868 38	129 06	597 17	3,553 21	216 25	3,769 46	2 93	15 66
Advanced Evening.....	59	895 50	172 70	115 65	1,183 85	—	1,183 85	2 93	20 06
Lafayette Street Evening.....	334	2,130 00	132 20	326 36	2,786 56	—	2,786 56	39 81	8 11
Newton Street Evening.....	262	1,866 25	90 48	215 76	2,162 49	—	2,162 49	34 81	8 21
Webster Street Evening.....	232	1,661 50	71 01	213 63	1,946 14	—	1,946 14	31 31	8 61
South Market Street Evening.....	327	2,162 50	64 68	244 03	2,471 21	—	2,471 21	16 71	7 21
Morton Street Evening.....	421	2,874 98	116 43	319 10	3,310 51	—	3,310 51	28 91	7 86
Eighteenth Avenue Evening.....	264	1,972 75	340 51	39 00	2,352 26	—	2,352 26	1 29	6 26
Central Avenue Evening.....	210	1,717 84	37 06	180 53	1,935 43	—	1,935 43	17 89	8 03
Evening Drawing.....	365	2,072 00	15 04	1,127 15	3,214 19	—	3,214 19	40 03	8 03
Newton Street Summer.....	418	365 49	7 34	21 00	393 83	—	393 83	20 04	1 43
South Tenth Street Summer.....	338	350 63	107 45	21 00	479 08	—	479 08	31 43	1 43
Wickliffe Street Summer.....	195	151 19	4 34	9 12	164 65	—	164 65	10 02	1 02
Webster Street Summer.....	202	101 19	2 38	12 00	205 57	—	205 57	10 02	1 02
South Street Summer.....	146	107 90	6 10	6 00	120 00	—	120 00	14 86	8 86
Hamburg Place Summer.....	462	364 49	1 72	21 00	387 21	—	387 21	60 00	8 86
Morton Street Summer.....	727	619 39	65 57	39 00	733 96	—	733 96	60 00	1 00

Annual cost per pupil in Normal and Training School, Normal Department, \$55.15; in High School, \$51.70; in High School Annex, \$44.54; in Grammar Schools, \$23.01; in Intermediate Schools, \$21.18; in Primary Schools, \$16.86; in Industrial Schools, \$18.17; in Colored School, \$22.78; in the Day Schools, \$18.54; in the Evening Schools, \$22.28; in the Summer Schools, \$1.00.



NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
Normal and Training— Normal Department.		1	2	83	83	166	81	72	10	*12	2	28	48	5	.....	2	2	2	132	2	....	94	6
High .....		8	12	369	390	759	660	605	10	719	67	474	64	50	104	56	2	2	191	19	2	42	23
High Annex .....		4	4	161	161	322	128	117	10	160	18	80	18	9	36	16	2	4	161	2	....	10	6
Total in High School.		8	16	369	551	920	788	722	10	1470	85	554	82	59	140	81	2	72	193	23	2	52	29
GRAMMAR SCHOOLS.																							
Burnet Street.		1	8	167	222	389	337	319	10	389	28	265	24	24	48	28	28	28	17	8	3	24	15
Washington Street.		1	9	166	216	382	326	226	10	382	12	255	36	31	58	11	11	11	36	9	2	18	20
Lawrence Street.		1	7	152	181	333	283	257	10	333	21	200	43	23	46	21	10	10	86	7	1	48	20
Lafayette Street.		1	6	151	149	300	247	222	10	300	70	120	40	28	42	20	20	20	56	6	8	32	8
Newton Street.		1	8	246	256	502	435	406	10	502	25	323	62	33	59	25	17	17	30	10	8	18	6
Summer Avenue.		1	8	185	239	415	361	332	10	415	16	278	49	28	44	16	16	16	8	2	2	15	5
Webster Street.		1	8	149	194	343	297	272	10	342	45	103	47	18	40	9	8	14	6	2	15	5	
Chestnut Street.		1	9	209	247	456	383	347	10	456	20	288	57	32	70	28	18	12	9	2	14	8	
Oliver Street.		1	9	228	235	460	389	354	10	460	16	286	48	37	73	28	16	16	12	9	2	14	8
South Eighth Street.		1	9	168	146	314	254	231	10	314	19	175	34	33	53	17	17	17	91	6	....	15	9
South Market Street.		1	8	193	216	409	331	299	10	409	23	216	69	24	77	23	22	22	43	8	1	16	17
Morton Street.		1	8	155	157	312	241	220	10	312	11	160	43	34	64	11	11	11	6	6	2	10	25
Eighteenth Avenue.		1	7	156	192	348	304	272	10	348	12	222	51	23	40	11	10	10	79	7	....	10	20
Miller Street.		1	7	181	200	381	313	281	10	381	14	216	50	31	70	14	13	13	213	7	2	12	11
Central Avenue.		1	7	181	200	381	313	281	10	381	14	216	50	31	70	14	13	13	213	7	2	12	11
Total in Grammar Schools.		15	114	2,655	3,038	5,693	4,808	4,384	10	5,692	347	3,410	688	411	837	255	231	231	898	114	26	302	211
S. Tenth St. Intermediate.		1	3	82	72	154	129	121	10	154	14	91	19	8	22	14	14	14	9	3	....	11	7
Hamburg Place ..		1	3	92	93	185	158	145	10	185	52	74	10	15	25	3	3	3	4	3	1	11	22
Total in Grammar Grades.		17	120	2,829	3,203	6,032	5,095	4,650	10	6,031	413	3,575	726	434	884	272	248	248	911	120	27	324	240

TABLE G—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils.		No. of female pupils.		Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
PRIMARY SCHOOLS.																										
Normal and Training—																										
Training Department—																										
Burnet Street.....	9				195		193		388		239	10	388	5	169	57	43	118		9		361		2		96
State Street.....	6				193		192		385		293	10	385	85	245	45	31	158		6		155		5		25
Washington Street.....	11				290		332		622		414	10	622	2	188	88	17	70		5		155		18		18
Marshall Street.....	5				149		155		304		247	10	304	5	164	48	17	70		5		155		5		27
Lawrence Street.....	5				122		146		268		209	10	268	2	138	52	25	70		5		155		1		20
Commerce Street.....	5				154		137		291		197	169	291	4	97	59	27	104		5		145		48		22
Lafayette Street.....	10				352		365		717		536	454	717	122	207	110	86	183		5		145		1		15
Newton Street.....	7				290		265		555		413	372	555	12	273	70	56	144		5		145		1		12
South Tenth Street.....	13				474		450		924		710	627	924	18	461	147	96	212		5		145		2		7
Camden Street.....	1				13		447		903		686	606	903	12	461	111	83	236		5		145		1		12
Thirteenth Avenue.....	3				155		124		279		174	146	279	14	356	102	68	124		5		145		1		4
Wickliffe Street Annex.....	3				203		177		386		274	240	386	7	168	48	43	111		5		145		1		2
Wickliffe Street.....	7				219		206		425		334	296	425	3	226	63	40	84		5		145		1		4
Summer Avenue.....	6				166		181		347		262	232	347	8	172	45	30	92		5		145		1		4
Webster Street.....	8				233		193		426		327	285	426	56	167	65	36	102		5		145		1		4
"Franklin".....	7				200		182		372		282	269	372	6	201	70	47	132		5		145		1		4
Elliot Street.....	7				248		210		458		334	285	458	6	166	54	50	135		5		145		1		4
Chestnut Street.....	7				191		177		368		261	261	368	3	166	54	50	135		5		145		1		4
Oliver Street.....	7				200		182		372		282	269	372	6	201	70	47	132		5		145		1		4
South Street.....	7				248		210		458		334	285	458	6	166	54	50	135		5		145		1		4
Walnut Street.....	7				200		182		372		282	269	372	6	201	70	47	132		5		145		1		4
Houston Street.....	7				248		210		458		334	285	458	6	166	54	50	135		5		145		1		4
South Eighth Street.....	7				248		210		458		334	285	458	6	166	54	50	135		5		145		1		4
Roseville Avenue.....	6				234		225		459		333	286	459	6	181	84	50	136		5		145		1		4
North Seventh Street.....	9				190		183		373		257	220	373	11	150	69	34	109		5		145		1		4

NAME AND GRADE  
OF SCHOOL.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of registered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardy- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
South Market Street.....	6	11	259	484	350	301	10	484	10	202	69	50	153	4	3	234	6	1	15	0
Hamburg Place.....	1	1	377	426	641	567	10	563	150	276	125	70	182	6	3	181	11	1	11	2
Hawkins Street.....	1	6	260	305	455	360	10	455	6	176	69	59	144	4	8	102	11	4	8	0
Watson Street.....	11	11	362	411	793	695	10	793	24	378	134	77	190	12	12	182	11	26	17	17
Eighteenth Avenue.....	1	1	463	413	666	595	10	666	7	455	153	105	260	7	7	27	12	5	19	28
Miller Street.....	1	10	368	577	1,103	994	795	1,103	24	601	107	119	252	15	15	264	9	15	19	0
Miller Street.....	1	1	310	296	460	404	10	460	4	395	143	146	146	4	4	204	4	1	19	0
Central Avenue.....	7	3	381	477	498	353	10	498	4	350	87	58	124	4	4	187	9	2	11	0
Lock Street.....	4	4	179	163	341	226	10	341	4	202	56	38	124	4	4	187	9	2	11	0
Total in Primary Schools.....	6	267	9,116	13,666	13,666	11,617	10	13,666	659	8,142	2,775	1,673	4,617	257	233	3,686	262	74	554	470
James Street Industrial.....	3	3	126	130	256	126	10	256	14	40	32	33	137	3	3	183	3	---	6	6
Clover Street Industrial.....	3	3	75	81	158	95	10	158	3	41	22	17	75	3	3	---	2	---	8	7
Total in Primary Grads.....	6	1272	9,317	13,863	13,831	12,099	10	13,863	676	8,223	2,829	1,923	4,839	260	236	4,163	267	74	564	483
Colored School.....	1	3	126	116	242	171	135	10	242	88	37	22	49	1	1	702	8	---	3	10
Total in Day Schools.....	33	413	12,641	13,116	25,757	19,956	17,678	10	25,644	1,264	3,722	2,443	5,902	616	550	6,101	430	103	1037	768

TABLE G—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance during year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
EVERING SCHOOLS.																					
Advanced Evening	3	—	69	16	82	59	46	5	—	—	—	—	—	—	—	—	—	2	—	6	5
Lafayette Street	4	7	401	126	527	344	261	5	—	—	—	—	—	—	—	—	—	10	6	4	4
Newton Street	5	4	315	49	364	264	199	5	—	—	—	—	—	—	—	—	—	8	3	4	3
Webster Street	5	6	318	112	370	232	163	5	—	—	—	—	—	—	—	—	—	7	—	7	1
South Market Street	5	6	397	122	519	347	252	5	—	—	—	—	—	—	—	—	—	10	3	6	4
Morton Street	5	5	487	149	627	431	317	5	—	—	—	—	—	—	—	—	—	12	3	8	3
Central Avenue	6	3	279	107	386	210	163	6	—	—	—	—	—	—	—	—	—	7	5	1	3
Evening Drawing	7	—	576	—	576	360	296	5	—	—	—	—	—	—	—	—	—	10	—	7	4
Total in Evening Schools	37	33	2,779	672	3,451	2,246	1,709	5	—	—	—	—	—	—	—	—	—	66	19	37	25

♦ In Normal and Training School, Normal Department, over 18, 71. † In High School, over 18, 41. ‡ In Grammar Schools, over 18, 1.

§ In Day Schools, over 18, 113.

RULES.



# RULES

## OF THE

# BOARD OF EDUCATION

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### ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

### MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to

business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness by the Secretary), when requested in writing by five members.

#### DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees and be *ex-officio*, a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.



### DUTIES OF SECRETARY.

5. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep duplicate of his orders, and have charge of the supplies in stock: have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at noon), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

### DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the

Secretary, perform the duties of that officer and render such other services as the Board may require ; and his compensation shall be as the Board may prescribe.

#### DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible ; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals ; keep full and accurate statistics of the schools in a suitable book ; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

#### DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS..

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committee named may require ; attend

the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

### STANDING COMMITTEES.

10. The Standing Committees for the year shall be as follows :

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, five members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations; supervise and examine the accounts of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reappportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have

supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs; shall visit and examine the school houses, and report to the Board at the regular meeting in May, the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the

City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies, for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board, or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for

the prevention of disease, and for the promotion of the health of the pupils and teachers.

21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including the proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age in each district who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed in factories, contrary to law, and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in or derive



pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

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#### RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows :

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President or any member of the Board, reduced to

writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member in speaking shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,  
To lie on the table,  
The previous question,  
To commit,  
To postpone indefinitely,  
To postpone to a time certain,  
To amend,

which motion shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question, shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

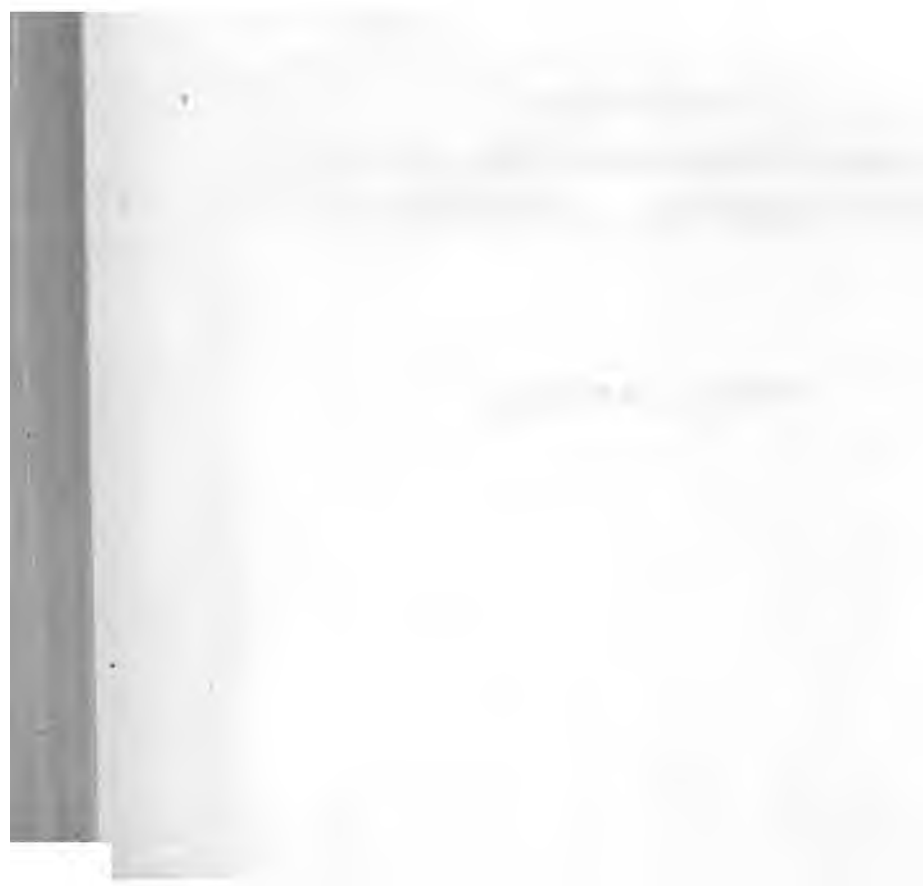
32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

#### AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

REGULATIONS.



# REGULATIONS

FOR THE

## GOVERNMENT OF THE SCHOOLS.

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### I.—SYSTEM AND GRADE.

#### I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows :

Primary,  
Grammar,  
High,  
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

#### PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

## GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

## HIGH SCHOOL.

The High School shall comprise a male and female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, bookkeeping, geometry, geology, drawing and



such other branches, including Latin, Greek, German and French languages, and the higher mathematics, as the Board shall prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may, at their discretion, re-admit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Train-

ing School building, under a principal and such assistance as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted, under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

## 2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,  
Evening Schools,  
Industrial Schools,  
Colored Schools.

#### INTERMEDIATE SCHOOL.

The intermediate schools shall consist of the primary grades, together with the third and fourth grades grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

#### EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

#### INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such

schools, except for educational purposes: nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

#### COLORED SCHOOLS.

The colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

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## II.—TERMS AND VACATIONS.

### I. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

### 2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive, one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the

school be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

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### III.—SESSIONS.

#### I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive; and there shall be two sessions daily—a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school room near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers, may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 a. m., with the usual recess, and an afternoon session from 1.15 to 3.30 p. m.

#### 2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

### 3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

### 4. SINGLE SESSIONS.

Upon extremely stormy days, the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

### 5. EVENING SCHOOLS.

The evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

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## IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

## V.—PUPILS.

## I. ADMISSION.

(a) *Sanitary Condition*.—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school, and the certificate of a physician shall be necessary as to either before enrollment; but where insusceptibility to the vaccine virus shall be claimed or reasonably demonstrated to the satisfaction of the Sanitary Committee, such children may be admitted to school under such provisions and restrictions as the said Committee may decide upon in each individual case.

Teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school, and readmitted only on a certificate of a physician that all danger of contagion is passed and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personal*.—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

## 2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which

"permit" shall also receive a written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school in which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

### 3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

### 4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7.30 p. m.



## 5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

## 6. INSTRUCTION.

(a) *School room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may, in his discretion, order in any school or class.

(b) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

## 7. DISCIPLINE.

(a) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal punishment.*—Corporal punishment may be inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension.*—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

## 8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

## 9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

## 10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

## 11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

## 12. EXAMINATIONS.

(a) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual*.—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent ; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulations. The monthly card record shall be combined with the annual examination standing in determining the fitness of the pupil for promotion or graduation. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

### 13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

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## VI.—TEACHERS.

### I. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board, be designated as—

Principals,  
Vice-Principals,  
Head Assistants,  
First Assistants,  
Assistants.

## 2. RELATIONS AND DUTIES.

### *Principals.*

(a) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to

remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

#### *Vice-Principals.*

Vice-principals shall have general charge of the floor

or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

#### ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

#### 3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

## ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms, and prepared for duty, fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission;" the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness*.—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction*.—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

## 5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No



schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absence*.—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(e) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(f) *Relief*.—Appeal for relief from any such forfeit

ure or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(g) *Engagements*.—All engagements of teachers shall be made with reference to the “school year.” No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(h) *Resignations*.—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

#### 6. SUBSTITUTES.

(a) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(b) *Pay*.—The pay of substitutes shall be, in the High School: male, \$4.00, and female, \$2.50 per day; in the grammar classes, male, \$3.00 per day; in the grammar and primary classes, females, \$1.50 per day; and in the evening school, \$1.00 per session for both males and females.

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#### VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.

Also, a Teachers' Institute shall be held at the same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

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## VIII.—BUILDINGS.

### 1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

### 2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

### 3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

## IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

## GRAMMAR SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st., to Broad st.; thence to West Park st.; thence to Halsey st.; thence to Warren st.; thence to High st.; thence to Sussex ave.; thence to Boyden st.; thence to Eighth ave.; thence to Broad st.; thence to Clay st.; thence to the river.

## WASHINGTON STREET.

The Washington street grammar school district shall be that district embraced within the following boundaries: Commencing at Broad st. along Market st.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

## LAWRENCE STREET.

The Lawrence street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence both sides

West Park st. to Halsey st.; thence both sides Halsey st. to Warren st.; thence to High st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to the river.

#### LAFAYETTE STREET.

The Lafayette street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence both sides to the river.

#### NEWTON STREET.

##### *For First and Second Grade Grammar Classes.*

The Newton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st., along Springfield ave. to city line; thence along city line to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

##### *For Third and Fourth Grade Grammar Classes.*

Commencing at High st., along Springfield ave. to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

## SOUTH TENTH STREET INTERMEDIATE.

The South Tenth street intermediate school district shall be that district embraced by the following boundaries: Commencing at Littleton ave., along Springfield ave. to city line; thence to South Orange ave.; thence to Littleton ave.; thence to Springfield ave.

## SUMMER AVENUE.

The Summer avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Fourth ave. to Bloomfield ave.; thence to Canal; thence along Canal to First ave.; thence to city line; thence along city line to the river.

## WEBSTER STREET.

The Webster street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Clay st. to Broad st.; thence to Eighth ave.; thence to Clifton ave.; thence to M. & E. R. R. ave.; thence to the canal; thence along canal to Bloomfield ave.; thence to Fourth ave.; thence to the river.

## CHESTNUT STREET.

The Chestnut street grammar school district shall be that district embraced by the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave.;

thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave; thence to Wright st.

#### OLIVER STREET.

The Oliver street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay; thence along bay to N. J. R. R.

#### SOUTH EIGHTH STREET.

The South Eighth street grammar school district shall be that district embraced by the following boundaries: From city line, along South Orange ave. to Littleton ave.; thence to Bank st.; thence to Morris ave.; thence to the canal; thence along canal to First ave.; thence to city line; thence along city line to South Orange ave.

#### SOUTH MARKET STREET.

##### *For First and Second Grade Grammar Classes.*

The South Market street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Jackson st. to Lafayette st.; thence to Van Buren st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

*For Third and Fourth Grade Grammar Classes.*

Commencing at the river, along Jackson st. to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

## HAMBURG PLACE INTERMEDIATE.

The Hamburg place intermediate school district shall be that district embraced by the following boundaries: Commencing at Jackson st., along the N. & N.Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence to N. & N. Y. R. R.

## MORTON STREET. •

The Morton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st., along Waverly place to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to High st.; thence to Waverly place.

## EIGHTEENTH AVENUE.

The Eighteenth avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along Chadwick ave. to



Avon ave.; thence along Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to the city line.

#### MILLER STREET.

The Miller street grammar school district shall be that district embraced by the following boundaries: Commencing at city line, along N. J. R. R. to Wright st.; thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; thence to city line; thence along city line to N. J. R. R.

#### CENTRAL AVENUE.

The Central avenue grammar school district shall be that district embraced by the following boundaries: Commencing at High st., along Bank st. to Morris ave.; thence to the canal; thence along canal to M. & E. R. R. ave.; thence to Clifton ave.; thence to Eighth ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to Bank st.

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### PRIMARY SCHOOL DISTRICTS.

#### BURNET STREET.

The Burnet street primary school district shall be that district embraced within the following boundaries: Commencing at the river, along Bridge st. to Broad st.; thence to M. & E. R. R. ave.; thence to Boyden

st.; thence to Sussex ave.; thence to High st.; thence to New st.; thence to Broad st.; thence to Rector st.; thence to the river.

#### STATE STREET.

The State street primary school district shall be that district embraced within the following boundaries: Commencing at the river, both sides of Bridge st. to Broad st.; thence both sides to M. & E. R. R. ave.; thence both sides to Clifton ave.; thence both sides to Seventh ave.; thence both sides to Belleville ave.; thence both sides to Clay st.; thence both sides to the river.

#### NORMAL AND TRAINING.

##### *Training Department.*

The primary school district of the Training Department of the Normal and Training School shall be comprised within the following boundaries: From Washington st., along Market st. to Springfield ave.; thence to High st.; thence to William st.; thence to Springfield ave.; thence to Howard st.; thence to Bank st.; thence to High st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.

#### WASHINGTON STREET.

The Washington street primary school district shall be embraced within the following boundaries: Commencing at Broad st., along Market st. to Springfield

ave.; thence to High st; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

#### LAWRENCE STREET.


The Lawrence street primary school district shall be that district embraced within the following boundaries: Commencing at Rector st., from the river to Broad st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to East Fair st.; thence to N. J. R. R. ave.; and thence to the river.

#### LAFAYETTE STREET.

The Lafayette street primary school district shall be that district embraced within the following boundaries: From the river, along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence both sides of Jackson st. to the river.

#### NEWTON STREET.

The Newton street primary school district shall be that district comprised within the following boundaries: From Springfield ave., along Howard st. to South Orange ave.; thence to Hunterdon st.; thence to Springfield ave.; and thence to Howard st.



## SOUTH TENTH STREET.

The South Tenth street primary school district shall be that district comprised within the following boundaries: From the city line along South Orange ave. to South Seventh st.; thence to Springfield ave.; thence in an imaginary line drawn from the junction of South Seventh st. and Springfield ave. to the head of Brenner st.; thence following line of Woodland cemetery to South Tenth st.; and thence south to city line.

## CAMDEN STREET.

The Camden street primary school district shall be that district embraced within the following boundaries: Commencing at the city line, along South Tenth st. to Woodland cemetery; thence following line of cemetery to head of Brenner st.; thence in an imaginary line to junction of South Seventh st. and Springfield ave.; thence along South Seventh st. to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to Hunterdon st.; thence to Springfield ave.; thence to Bergen st.; thence to Avon ave.; thence to Chadwick ave.; and thence south to the city line.

## THIRTEENTH AVENUE.

The Thirteenth avenue primary school district shall be that district embraced within the following boundaries: From South Orange ave. along Howard st. to Bank st.; thence to Hunterdon st.; thence to South Orange ave.; and thence to Howard st.

## WICKLIFFE STREET.

The Wickliffe street primary school district shall be that district embraced within the following boundaries: From High st., along Warren st. to Wallace place; thence to Morris ave.; thence to Bank st.; thence to High st.; and thence to Warren st.

## SUMMER AVENUE.

The Summer avenue primary school district shall be that district embraced within the following boundaries: Commencing at the river, along Fourth ave. to Bloomfield ave.; thence to the Morris Canal; thence along the canal to Abington ave.; and thence to the river.

## WEBSTER STREET.

The Webster street primary school district shall be that district embraced within the following boundaries: Commencing at the river, along Clay st. to Broad st.; thence to Belleville ave.; thence to Seventh ave.; thence to Summer ave.; thence both sides of Summer ave. to Fourth ave.; and thence east to the river.

## FRANKLIN.

The Franklin primary school district shall be that district embraced within the following boundaries: From junction of Bloomfield ave. and Aqueduct st., along Bloomfield ave. to Fourth ave.; thence to Summer ave.; thence to Seventh ave.; thence to Clifton ave.; thence to M. & E. R. R. ave.; thence to Aqueduct st.; and thence to Bloomfield ave.

## ELLIOT STREET.

The Elliot street primary school district shall be that district embraced within the following boundaries: From the river, along Abington ave. to the Morris Canal; thence to the old Bloomfield road; thence to city line; and thence along city line to the river.

## CHESTNUT STREET.

The Chestnut street primary school district shall be that district embraced within the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to East Fair st.; thence to N. J. R. R. ave.; and thence to Wright st.

## OLIVER STREET.

The Oliver street primary school district shall be that district comprised within the following boundaries: From N. J. R. R. ave. along Walnut st. to McWhorter st.; thence to Garden st.; thence to Pacific st.; thence to Nichols st.; thence to Jefferson st.; thence to Malvern st.; thence to Pacific st.; thence to Vesey st.; thence to N. J. R. R. ave.; and thence to Walnut st.

## SOUTH STREET.

The South street primary school district shall be that district comprised within the following boundaries: From city line, along N. J. R. R. ave. to Vesey st.;

thence to Pacific st. ; thence to Malvern st. ; thence to Sandford st. ; thence to Avenue G ; and thence to city line.

#### WALNUT STREET.

The Walnut street primary school district shall be that district embraced within the following boundaries : From McWhorter st., along Walnut st. to Pacific st. ; thence to Elm st. ; thence to Lang st. ; thence to Elm road ; thence to Sandford st. ; thence to Malvern st. ; thence to Jefferson st. ; thence to Nichols st. ; thence to Pacific st. ; thence to Garden st. ; thence to McWhorter st. ; and thence to Walnut st.

#### HOUSTON STREET.

The Houston street primary school district shall be that district embraced within the following boundaries : Commencing at the city line, along Avenue G to Sandford st. ; thence to Elm road ; thence to Lang st. ; thence to Hamburg place ; and thence to city line.

#### SOUTH EIGHTH STREET.

The South Eighth street primary school district shall be that district embraced within the following boundaries : From city line, along Ninth ave. to Warren st. ; thence to Dickerson st. ; thence to Morris ave. ; thence to Bank st. ; thence to Littleton ave. ; thence to South Orange ave. ; and thence to the city line.

#### ROSEVILLE AVENUE.

The Roseville avenue primary school district shall be

that district embraced within the following boundaries: From city line, along M. & E. and Bloomfield R. R. to Morris canal; thence along the canal to Morris ave.; thence to Dickerson st.; thence to Warren st.; thence to Ninth ave.; and thence to city line.

#### NORTH SEVENTH STREET.

The North Seventh street primary school district shall be that district embraced within the following boundaries: From city line, along M. & E. and Bloomfield R. R. to Aqueduct st.; thence to Bloomfield ave.; thence to Morris Canal; thence along the canal to the Old Bloomfield road; and thence to the city line.

#### SOUTH MARKET STREET.

The South Market street primary school district shall be that district embraced within the following boundaries: From the river, along Jackson st. to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Newark bay; thence along the bay to N. & N. Y. R. R.; thence to Komorn st.; thence to Main st.; thence to Ferry st.; thence to Lexington st.; and thence to the river.

#### HAMBURG PLACE.

The Hamburg place primary school district shall be that district embraced within the following boundaries: From Jackson st., along N. & N. Y. R. R.



to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence to N. & N. Y. R. R.

#### HAWKINS STREET.

The Hawkins street primary school shall be that district comprised within the following boundaries: From the river, along Lexington st. to Ferry st; thence to Main st.; thence to Komorn st.; thence to the N. & N. Y. R. R.; and thence to the bay.

#### MORTON STREET.

The Morton street primary school district shall be that district embraced within the following boundaries: From Belmont ave., along Springfield ave. to William st.; thence to High st.; thence to West Kinney st.; thence to Belmont ave.; and thence to Springfield ave.

#### EIGHTEENTH AVENUE.

The Eighteenth avenue primary school district shall be that district comprised within the following boundaries: Commencing at Bergen st., along Springfield ave. to Belmont ave.; thence to West Kinney st.; thence to Charlton st.; thence to Avon ave.; thence to Bergen st.; and thence to Springfield ave.

## MONMOUTH STREET.

The Monmouth street primary school district shall be that district comprised within the following boundaries: From Charlton st., along both sides of West Kinney st. to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Charlton st.; and thence along both sides of Charlton st. to West Kinney st.

## MILLER STREET.

The Miller street primary school district shall be that district comprised within the following boundaries: From the city line, along N. J. R. R. ave. to Wright st.; thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; and thence to the city line.

## CENTRAL AVENUE.

The Central avenue primary school district shall be that district embraced within the following boundaries: From High st., along Warren st. to Wallace place; thence to Morris ave.; thence to Morris Canal; thence along the canal to M. & E. R. R. ave; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to Warren st.

---

X.—MISCELLANEOUS.

## I. CONSTRUCTION.

In the construction of these regulations, the word

“teacher” in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

## 2. PUBLICATION.

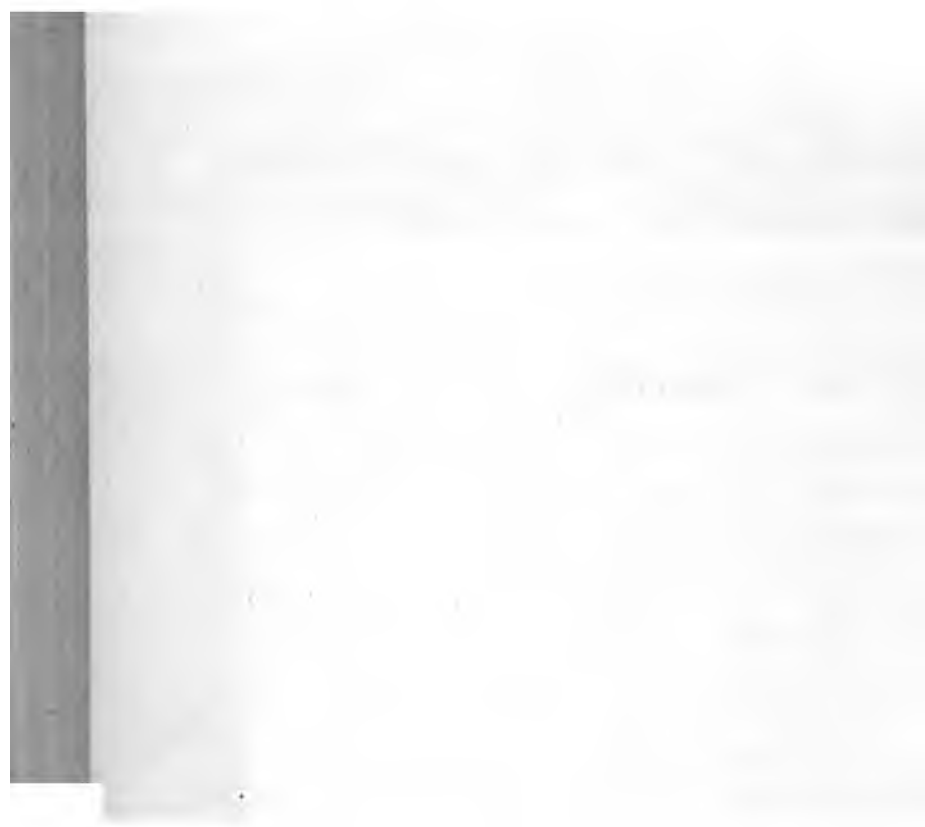
Schedules of Salaries, the Manual of Instruction, the Registers, the Records and “Instructions” for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

## 3. AMENDMENT.

These regulations may be amended at a regular meeting on one month's notice in writing given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations, under appropriate titles and subdivisions.



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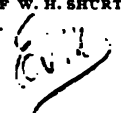


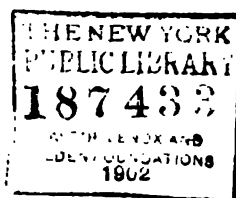
THIRTY-SIXTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
OF THE CITY OF NEWARK  
FOR THE  
YEAR 1892.

COMPRISING  
THE REPORT OF THE BOARD OF EDUCATION;  
THE REPORT OF THE CITY SUPERINTEND-  
ENT; REFERENCE AND STATISTICAL  
TABLES; THE RULES OF THE BOARD,  
AND REGULATIONS FOR  
THE SCHOOLS.

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NEWARK, N. J.:  
PRINTING HOUSE OF W. H. SHURTS,  
1893.





MAY 13th, 1893.



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PART I.

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REPORT OF THE BOARD OF EDUCATION.

By an act of the Legislature passed February 10, 1892, the time for holding the Municipal election was changed from October to April, and the terms of all members of the present Board extended from January to May.

# BOARD OF EDUCATION.

1892.

JAMES L. HAYS, *President.*

P. LYNDON BRYCE, *Secretary,*  
121 Washington avenue.

ELWOOD I. SHURTS, *Ass't Secretary.*  
184 N. Third street.

WILLIAM N. BARRINGER, *City Superintendent,*  
1142A Broad street.

\*WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs,*  
279 South Ninth street.

## MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	{ JOHN P. CONTRELL,	Clark Thread Co.	31 Burnet street,
	{ HENRY J. ANDERSON,	10 Central avenue.	10 Central avenue.
2d	{ CHARLES HOOD,	Prudential Ins. B'd'g.	131 Washington st.
	{ WILLIAM JOHNSON,	Hedenberg Works	19 Orleans street.
3d	{ SAMUEL H. BALDWIN,	800 Broad street.	608 High street.
	{ CHARLES M. RUSSELL,	40 Crawford street.	58 Crawford street.
4th	{ CHAS. F. KRAEMER,	105 Mulberry street.	105 Mulberry street.
	{ MILES F. QUINN,	16 Mulberry street.	16 Mulberry street.
5th	{ JOHN H. MANNING,	106 Lafayette street.	106 Lafayette street.
	{ JAMES P. MCKENNA,	233 N. J. R. R. ave.	107 Bruen street,
6th	{ JOHN B. OELKERS,	24 & 26 Mechanic st.	49 Stirling street.
	{ JOHN A. LOFTUS,	50 Rutgers street.	50 Rutgers street.
7th	{ †PETER O'BRIEN,	55 Colden street.	55 Colden street.
	{ MATTHEW H. THORNTON,	23 Bruce street.	23 Bruce street.
8th	{ WM. A. CLARK,	Clark Thread Co.	26 Taylor street.
	{ JOHN E. JAMES,	190 Washington ave.	190 Washingt'n ave.
9th	{ WM. H. DOBBINS,	940 Broad street.	940 Broad street.
	{ JOSEPH S. VINSON,	20 Pennington street.	20 Pennington st.
10th	{ HUGH MCGLYNN,	108 South street.	102 South street.
	{ JOHN O. HUNT,	249 Walnut street.	283 Walnut street.
11th	{ †PETER J. BABCOCK,	194 Broadway, N. Y.	338 Roseville ave.
	{ EDWARD H. HAMILL,	Prudential Ins. Co.	302 Sixth avenue.
12th	{ JAMES MULLIN,	N. J. Steel Works.	245 Lafayette street.
	{ HENRY C. KLEMM,	240 Market street.	163 Lafayette street.
13th	{ GOTTFRIED JOITHE,	Broad, cor. Poinier.	145 Spruce street.
	{ GEORGE SAUPE,	77 St. Francis street.	255 Prince street.
14th	{ L. EUGENE HOLLISTER,	138 Clinton avenue.	138 Clinton avenue.
	{ JAMES L. HAYS,	749 Broad street.	104 Clinton avenue.
15th	{ FERDINAND HEICHEMER,	135 Halsey street.	68 Newark street.
	{ JOSEPH S. SUTPHEN,	200 Orange street.	200 Orange street.

\* Died October 23, 1892.

† Died June 25, 1892.

‡ Resigned October 28, 1892.

## STANDING COMMITTEES.

1892.

FINANCE—Oelkers, Clark, Manning, Saupe, Hood, Quinn, Vinson.

ACCOUNTS—McGlynn, Saupe, O'Brien.

SCHOOL HOUSES—Baldwin, Klemm, Hamill, McKenna, Clark,  
Joithe, Johnson.

REPAIRS—McKenna, Klemm, Anderson, Thornton, Russell.

HEATING—Joithe, Oelkers, Mullin, Babcock, Heichemer.

TEACHERS—Klemm, Baldwin, McKenna, Contrell, Oelkers, Dob-  
bins, Sutphen.

NORMAL SCHOOL—Hollister, Hunt, Anderson, Johnson, Loftus.

HIGH SCHOOL—Contrell, Baldwin, McGlynn, Dobbins, Kraemer.

EVENING SCHOOLS—Hood, Thornton, Hamill, Mullin, Janes.

COLORED SCHOOL—Kraemer, Heichemer, Mullin, O'Brien,  
Saupe.

INDUSTRIAL SCHOOLS—Clark, Hunt, Loftus.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Dobbins,  
Hood, Kraemer, Hollister, McGlynn, Janes, Bab-  
cock.

FURNITURE AND SUPPLIES—Thornton, Hollister, Manning, Vin-  
son, Russell.

SANITARY REGULATIONS—Anderson, Babcock, Sutphen.

RULES AND LEGISLATION—Manning, Contrell, O'Brien, Heichem-  
er, Quinn.

# STATISTICAL RECORD

## OF THE

### Board of Education of the City of Newark

#### FOR THE YEARS 1892 AND 1893.

#### NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY.

JAMES L. HAYS.....	1876-7-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3
SAMUEL H. BALDWIN.....	1881-2-3 4-5-6-7-8-9-90-1-2*
JOHN P. CONTRELL.....	1884-5-9-90-1-2*
HENRY C. KLEMM.....	1884 (2½ mos.)-5-6-7-8-9-90-1-2-3
WILLIAM H. DOBBINS.....	1887-8-9-90-1 2*
JAMES P. MCKENNA.....	1888-9-90-1-2-3
MATTHEW H. THORNTON.....	1888-9-90-1-2-3
JOHN B. OELKERS.....	1889-90-1-2*
L. EUGENE HOLLISTER.....	1889-90-1-2*
HENRY J. ANDERSON.....	1890-1-2-3
CHARLES HOOD.....	1891-2*
CHARLES F. KRAEMER.....	1891-2*
JOHN H. MANNING.....	1891-2*
PETER O'BRIEN.....	1891-2 (5 25-30 mos.)
WM. A. CLARK.....	1891-2*
HUGH MCGLYNN.....	1891-2*
PETER J. BABCOCK.....	1891-2 (9 28-31 mos.)
JAMES MULLIN.....	1891-2*
GOTTFRIED JOITHE.....	1891-2*
FERDINAND HEICHEMER.....	1891-2*
WILLIAM JOHNSON.....	1892-3
CHARLES M. RUSSELL.....	1892-3
MILES F. QUINN.....	1892-3
JOHN A. LOFTUS.....	1892-3

JOHN E. JANES.....	1892-3
JOSEPH S. VINSON.....	1892-3
JOHN O. HUNT.....	1892-3
EDWARD H. HAMILL.....	1892-3
GEORGE SAUPE.....	1892-3
JOSEPH S. SUTPHEN.....	1892-3

\*Term expires May 1, 1893.

#### PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....	1851-2-3-4
SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
WILLIAM A. WHITEHEAD.....	1871
L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
EDWARD GOELLER.....	1884-1889-90-1
EDMUND L. JOY.....	1885-6-7
JAMES L. HAYS..	1888-1892*

\*Term expires May 1, 1893.

#### SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....	1851-2-3
FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
GEO. B. SEARS..	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.) 8-9-80-1-2-3- (8½ mos.)
GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. L. BRYCE.....	1890-1-2*

\*Term expires May 1, 1893.



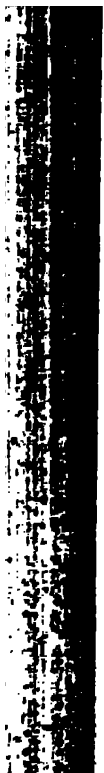
## CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

STEPHEN CONGAR ..... 1853-4-5-6-7-8-9

G. B. SEARS... 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)

W. N. BARRINGER.. 1877(4 mos)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2\*

\*Term expires May 1, 1893.



REPORT  
OF THE  
BOARD OF EDUCATION  
TO THE  
COMMON COUNCIL.

---

NEWARK, N. J., Feb. 24th, 1893.

*To the Honorable the Common Council of the City of  
Newark:*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1892:

CURRENT EXPENSES.

RECEIPTS.

STATE.

State Appropriation.....	\$13,350 59	
State Tax.....	355,682 79	
	\$369,033 38	

MUNICIPAL.

Balance from 1891.....	\$29,477 28	
Cash deposited with Comptroller....	81 07	
Tax Ordinance, 1892.....	110,850 00	
Interest on Bequest.....	240 00	
	\$140,648 35	
		\$509,681 73

## EXPENDITURES.

## STATE.

Teachers' Salaries..... \$369,033 38

## MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, etc..... \$130,453 43

\$499,486 81

Balance ..... \$10,194 92

## EXPENDITURES IN DETAIL.

## STATE

	APPROPRIATIONS.	EXPENDITURES.
Teachers' Salaries—Day-----	\$354,033 38	\$354,033 38
Teachers' Salaries—Evening-----	15,000 00	15,000 00
	\$369,033 38	\$369,033 38

## MUNICIPAL.

	APPROPRIATIONS.	EXPENDITURES.	BALANCE.
Teachers' Salaries—Day-----	\$8,791 37	\$4,655 87	\$4,135 50
Teachers' Salaries—Ev'g-----	3,175 25	2,610 81	564 44
Officers' Salaries-----	11,880 00	11,579 29	300 71
Janitors' Salaries-----	31,000 00	30,999 70	30
Incidentals-----	1,500 00	1,335 74	163 26
Repairs-----	18,000 00	17,969 38	30 62
Text Books, Stationery and Printing-----	20,000 00	17,533 43	2,466 57
Furniture and Supplies--	9,300 00	9,266 07	33 93
Heating Apparatus-----	14,000 00	13,616 47	383 53
Fuel-----	11,000 00	10,481 04	518 96
Rents-----	3,500 00	3,247 33	252 67
Insurance-----	1,700 00	1,481 70	218 30
School Census-----	2,900 00	2,631 95	268 05
Gas-----	1,700 00	1,628 06	71 94
Water-----	1,700 00	1,415 59	284 41
Unappropriated-----			501 73
	\$140,146 62	\$130,453 43	\$10,194 92

## SCHOOL HOUSES AND SITES.

## RECEIPTS.

Balance from 1891.....	\$76,663 03	
Cash from Sale of Houston Street School Building.....	250 00	
Public School Bonds.....	\$34,000 00	
	<hr/>	\$110,913 03

## APPROPRIATIONS.

Thirteenth Ave. School House (Ad- dition) .....	\$12,185 77	
Warren Street School House (New)	18,378 57	
Ann Street School House (New)...	17,233 97	
School Site and School House in Thirteenth Ward—Waverly Ave.	23,075 84	
North Seventh Street School House (Additional ground).....	3,000 00	
Burnet Street School House (Addi- tion) .....	3,117 08	
Thirteenth Ave. School House (Ad- ditional ground).....	3,200 00	
Miller Street School House (Addi- tional ground).....	3,000 00	
Elliot Street School House (New Water Closet).....	1,666 57	
North Seventh Street School House (New).....	20,055 23	
Hamburg Place School House (Ad- ditional ground).....	5,000 00	
Eighteenth Ave. School House (New Water Closet).....	1,000 00	
	<hr/>	\$110,913 03

## APPROPRIATIONS AND EXPENDITURES.

## THIRTEENTH AVE. SCHOOL HOUSE (ADDITION.)

Balance from 1891.....	\$11,491 00	
Appropriation, 1892.....	694 77	
	<hr/>	\$12,185 77

Expended for mason work.....	\$3,389 00	
carpenter work.....	6,372 00	
plumbing work.....	396 00	
painting work .....	459 00	
artificial stone work..	648 00	
architect's fees.....	457 03	
cleaning .....	30 00	
extra carpenter work.	30 07	
	<u>          </u>	\$11,781 10
Balance.....		<u>\$404 67</u>

## WARREN STREET SCHOOL HOUSE (NEW).

Balance from 1891.....	\$16,978 88	
Appropriation, 1892....	1,399 69	
	<u>          </u>	\$18,378 57
Expended for mason work.....	\$3,426 18	
carpenter work.....	6,199 60	
plumbing work.....	1,220 00	
painting work.....	520 00	
iron work.....	1,155 00	
metal ceiling work...	1,268 00	
stone work.....	1,217 60	
artificial stone work...	465 00	
heating and ventilating		
work.....	942 50	
architect's fees.....	452 10	
cleaning .....	40 75	
extra mason work....	38 02	
extra carpenter work..	422 76	
extra iron work.....	42 38	
	<u>          </u>	\$17,409 89
Balance.....		<u>\$968 68</u>

## ANN STREET SCHOOL HOUSE (NEW).

Balance from 1891.....	\$14,989 07	
Appropriations, 1892.....	2,244 90	
	<u>          </u>	\$17,233 97

Expended for mason work.....	\$5,796 00	
carpenter work.....	8,800 00	
painting work.....	855 00	
plumbing work.....	761 00	
stone work.....	535 00	
architect's fees.....	398 39	
cleaning work.....	45 80	
extra plumbing work.....	42 02	
		<hr/>
		\$17,233 21
Balance.....		<hr/>
		\$0 76

SCHOOL SITE AND SCHOOL HOUSE IN THIRTEENTH WARD  
(WAVERLY AVENUE).

Balance from 1891.....	\$18,000 00	
Appropriations, 1892.....	5,075 84	
		<hr/>
		\$23,075 84
Expended for mason work.....	9,940 00	
carpenter work.....	9,790 30	
painting work.....	765 00	
plumbing work.....	774 00	
stone work.....	890 00	
architect's fees.....	777 56	
water supply.....	23 00	
cleaning.....	42 00	
extra plumbing work.....	5 80	
		<hr/>
		\$23,007 66
Balance.....		<hr/>
		\$68 18

NORTH SEVENTH STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Balance from 1891.....	\$3,000 00
Expended for additional ground....	3,000 00

BURNET STREET SCHOOL HOUSE (ADDITION).

Balance from 1891.....	\$3,117 08
Expended for carpenter work.....	\$1,757 00
mason work.....	1,120 00

Expended for architect's fees.....	\$146 05	
extra carpenter.....	12 50	
extra mason work....	49 53	
extra plumbing work..	32 00	
	<hr/>	\$3,117 08

## THIRTEENTH AVENUE SCHOOL HOUSE (ADDITIONAL GROUND.)

Balance from 1891.....	\$3,200 00
Expended for additional ground.....	3,200 00

## MILLER STREET SCHOOL HOUSE (ADDITIONAL GROUND.)

Balance from 1891.....	\$3,000 00
Expended for additional ground.....	3,000 00

## ELLIOT STREET SCHOOL HOUSE (NEW WATER CLOSETS.)

Appropriation, 1892.....	\$1,666 57	
Expended for carpenter work.....	\$643 00	
mason work.....	\$894 00	
architect's fees.....	76 85	
	<hr/>	\$1,613 85
Balance.....		\$52 72

## NORTH SEVENTH STREET SCHOOL HOUSE (NEW.)

Appropriation, 1892.....	\$20,055 23
Expended for water supply.....	55 23
	<hr/>
Balance . . . . .	\$20,000 00

## HAMBURG PLACE SCHOOL HOUSE (ADDITIONAL GROUND.)

Appropriation, 1892.....	\$5,000 00
Expended for additional ground.....	5,000 00

## EIGHTEENTH AVENUE SCHOOL HOUSE (NEW WATER CLOSETS.)

Appropriation, 1892.....	\$1,000 00	
Expended for mason work.....	\$287 00	
carpenter work.....	390 00	
plumbing work.....	200 00	
architect's fees.....	31 45	
	<hr/>	908 45
Balance.....		\$91 55



## BALANCES TO 1893.

Thirteenth Ave. School House (Addition).....	\$404 67	
Warren St. School House.....	968 68	
Ann St. School House.....	76	
School Site and School House—		
Thirteenth Ward.....	68 18	
Elliot St. School House (New Water Closets).....	52 72	
North Seventh St. School House (New).....	20,000 00	
Eighteenth Ave. School House (New Water Closet).....	91 55	
	<hr/>	\$21,586 56

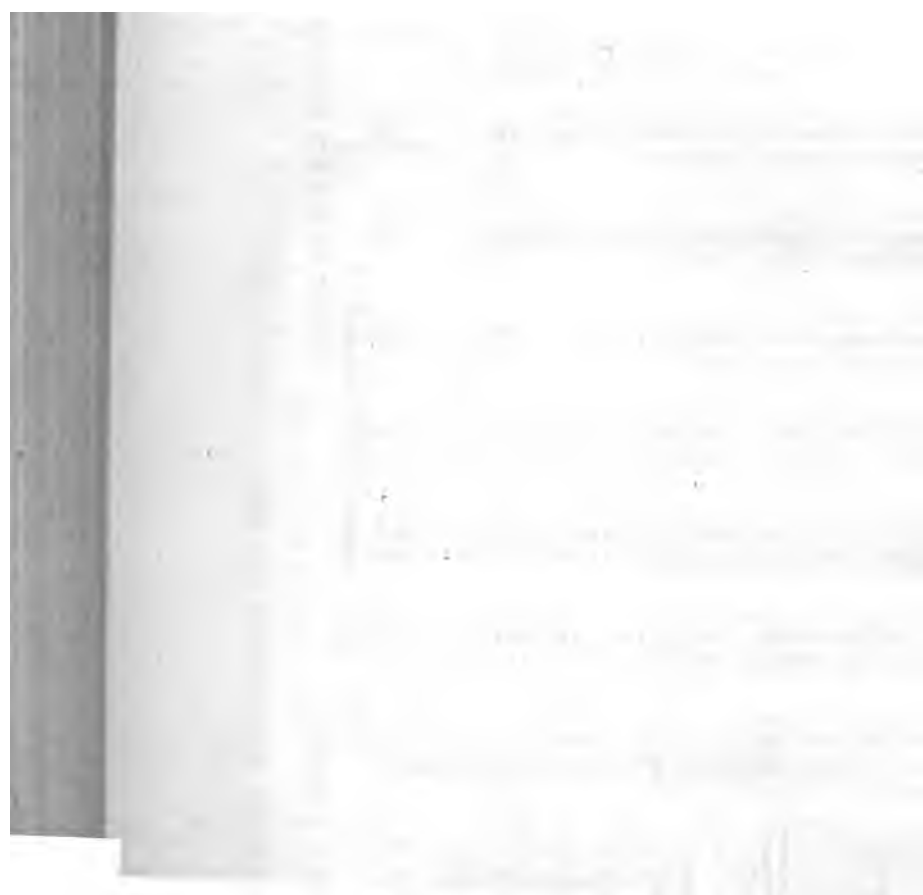
TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1892.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal and Training—									
Normal Department	\$3,930 37	\$165 00	\$300 12	\$17 59	\$3 18	\$21 03	\$39 15	\$15 21	\$3,867 62
Training Department	5,504 10	495 00	270 23	52 95	154 54	363 02	109 54	45 67	7,055 76
High Annex	30,161 92	650 00	1,282 29	23 64	271 88	410 53	266 22	266 22	33,729 08
Burnet Street Grammar	5,117 84	350 00	49 31	27 42	62 89	17 04	4 25	849 72	6,488 57
Burnet Street Primary	7,029 39	450 00	346 59	92 16	136 36	291 76	301 59	96 99	8,824 06
State Street Primary	5,130 06	350 00	115 73	78 00	109 64	243 44	282 39	85 43	6,415 59
State Street Industrial	7,625 17	660 00	226 26	439 18	210 88	321 04	91 54	54 70	9,537 97
Union Street Primary	1,956 08	340 00	78 35	—	87 30	—	5 54	201 20	2,563 47
Washington Street Grammar	7,156 08	568 91	458 80	601 21	179 75	306 18	176 04	64 28	9,992 15
Washington Street Primary	3,178 33	316 09	76 43	384 00	99 85	179 10	97 83	15 72	4,990 35
Marshall Street Primary	3,796 20	310 09	109 71	30 07	183 10	310 86	22 99	21 40	5,334 33
Lawrence Street Grammar	5,445 60	480 98	290 72	41 44	228 67	168 45	22 24	51 19	6,738 27
Lawrence Street Primary	4,435 47	320 04	116 41	29 59	163 33	120 34	15 89	36 56	5,145 65
Commerce Street Primary	2,627 03	320 00	33 14	69 40	148 08	110 31	3 53	99 08	3,490 46
Colored—									
Colored—Street Grammar	3,317 04	360 08	102 27	4 80	54 94	67 38	86 2	10 80	4,015 78
Lafayette Street Grammar	4,827 25	360 00	243 20	11 32	119 10	222 47	119 07	35 19	5,864 50
Lafayette Street Primary	7,029 78	660 00	226 41	24 88	262 00	489 47	244 14	77 38	9,934 05
Newton Street Grammar	7,337 16	554 72	433 32	150 26	287 59	268 02	202 74	81 51	9,335 65
Newton Street Primary	5,984 08	305 28	212 99	105 20	201 32	187 59	141 01	57 07	7,299 34
South Tenth St. Intermediate	1,614 02	305 48	76 56	1 91	21 78	127 58	14 14	2 83	1,985 39
South Tenth Street Primary	10,752 82	705 52	427 75	23 65	348 37	671 35	98 53	81 24	13,169 33
Truitt Street Primary	4,765 00	460 00	368 26	61 18	200 00	161 88	24 51	86 28	11,174 10
Truitt Annex Primary	8,526 26	800 00	719 98	1,755 18	217 92	690 22	1,253 54	99 68	13,749 78
Wickliffe St. Annex Primary	1,534 94	192 00	7 79	4 70	66 85	—	12 00	200 00	2,013 06
Warren Street Primary	2,058 05	330 67	230 73	23 27	134 28	448 86	1,553 75	33 80	4,990 84
Wickliffe Street Primary	3,613 80	600 00	80 11	23 27	88 25	358 92	83 74	20 72	4,799 11
Summer Avenue Grammar	7,155 97	514 32	414 84	21 20	283 81	223 57	81 24	68 35	8,762 46
Summer Avenue Primary	4,661 28	385 68	102 59	15 93	124 86	167 69	60 91	51 26	5,668 22
Webster Street Grammar	4,433 55	450 00	242 91	19 48	124 70	274 33	23 77	42 90	5,611 24
Webster Street Primary	5,682 12	450 00	161 10	19 48	124 70	274 32	23 76	42 51	6,777 99
" Franklin " Primary	6,265 62	718 06	323 83	73 77	118 87	195 47	10 15	86 17	7,701 94
Bloomfield Avenue Primary	1,533 84	300 00	20 34	8 62	53 69	8 17	11 36	468 72	2,344 74
Billiet St. Primary	6,021 11	660 00	282 20	35 86	238 84	231 84	85 12	38 37	7,563 64
Billiet St. Grammar	6,767 21	450 00	195 39	28 78	181 33	119 68	55 13	37 37	8,327 90
Chestnut Street Primary	5,189 10	450 00	22 80	29 86	137 27	207 63	48 63	36 03	6,234 72
Oliver Street Grammar	7,394 13	540 00	126 30	23 80	137 27	207 63	180 92	34 77	8,774 94
Oliver Street Primary	4,770 49	360 00	131 91	16 46	148 28	245 86	180 92	34 77	5,774 94

South Street Primary	8,094 31	760 00	209 04	57 46	305 75	393 45	63 15	90 84	9,084 00
Walnut Street Primary	6,016 91	660 00	130 08	90 57	150 00	699 24	137 14	30 29	7,674 83
Houston Street Primary	704 49	150 00	11 13	549 00	---	5 04	12 47	30 00	6,918 62
Ann Street Primary	1,326 44	290 00	217 44	2,172 99	316 00	1,170 55	996 11	32 00	6,321 53
South Eighth Street Grammar	8,016 11	540 00	517 71	85 79	244 20	170 35	50 71	55 56	9,086 43
South Eighth Street Primary	4,626 63	360 00	114 87	54 47	162 80	115 33	35 62	34 47	5,504 39
Roseville Avenue Primary	4,581 41	600 00	126 77	91 60	172 50	110 84	39 86	36 42	5,759 40
North Seventh Street Primary	4,759 34	540 00	170 56	28 18	71 99	177 04	18 70	18 60	5,784 41
South Market Street Grammar	5,166 76	450 00	266 87	32 28	149 94	298 69	135 08	56 52	6,556 15
South Market Street Primary	4,893 73	450 00	146 51	32 28	149 94	298 68	135 08	56 52	6,153 74
Hamburg Place Intermediate	2,523 30	192 84	394 39	17 61	62 57	123 14	6 72	25 38	3,755 95
Hamburg Place Primary	7,744 32	707 16	219 02	61 34	229 43	320 93	17 54	72 13	9,371 87
Hawkins Street Primary	5,160 70	680 00	209 14	137 59	227 00	43 31	17 55	68 72	6,544 01
Clover Street Industrial	1,375 12	120 00	36 73	---	21 60	---	---	201 86	1,755 25
Morton Street Grammar	6,341 84	404 16	387 07	47 29	143 77	192 82	38 56	62 06	7,617 57
Morton Street Primary	5,031 00	553 84	248 97	65 03	197 68	265 15	53 08	85 34	10,652 63
Eighteenth Avenue Grammar	9,939 79	320 04	207 07	457 66	97 01	199 43	53 33	20 69	6,386 23
Eighteenth Avenue Primary	11,666 19	639 96	140 70	915 31	193 99	398 90	106 67	41 38	12,376 70
Monmouth Street Primary	745 53	240 00	368 47	2,186 37	316 00	138 60	45 00	60 06	13,499 57
Waverly Avenue Primary	6,940 73	399 26	471 25	591 35	239 14	851 51	1,552 07	38 86	6,298 75
Miller Street Grammar	5,775 53	436 24	178 26	504 89	254 74	483 14	124 08	30 58	9,234 97
Elizabeth Avenue Primary	381 21	229 50	33 52	38 15	12 30	742 82	71 79	9 65	1,519 54
Central Avenue Grammar	5,776 89	450 00	304 70	616 98	127 60	102 50	25 50	32 29	7,436 47
Central Avenue Primary	5,092 11	480 00	143 74	616 98	127 60	102 50	25 49	32 28	6,590 70
Lock Street Primary	2,996 54	480 00	93 33	14 00	99 00	132 29	4 25	29 44	3,848 85
Advanced Evening	1,090 50	30 00	98 30	---	---	75 15	15 80	90 35	1,310 05
Lafayette Street Evening	2,259 77	67 88	95 17	---	---	4 05	---	243 46	2,671 13
Newton Street Evening	2,115 69	63 00	81 04	---	---	---	---	201 32	2,461 05
Webster Street Evening	1,868 00	54 21	47 80	---	---	99 44	30	165 06	2,324 81
South Market Street Evening	2,081 56	61 86	78 07	---	---	8 38	30	140 00	2,370 19
Morton Street Evening	2,528 82	77 25	132 07	---	---	8 15	25	198 38	2,944 92
Eighteenth Avenue Evening	1,745 75	57 00	65 82	---	---	---	---	136 78	2,205 35
Central Avenue Evening	1,603 22	45 75	37 31	---	---	---	15	116 48	1,802 91
Evening Drawing	2,117 50	275 00	103 32	3 00	24 46	622 23	137 33	928 88	4,211 72
Newton Street Summer	379 13	21 00	4 42	---	---	---	---	---	404 55
South Tenth Street Summer	379 00	21 00	2 61	---	---	---	---	---	402 61
Wickliffe Street Summer	179 50	12 00	8 20	---	---	---	63	---	200 33
Webster Street Summer	200 50	12 00	5 93	---	---	---	---	---	218 43
Oliver Street Summer	155 50	9 00	11 63	---	---	---	---	---	176 13
Hamburg Place Summer	361 00	21 00	10 38	---	---	---	---	---	392 38
Morton Street Summer	674 50	41 00	50 05	---	---	---	50	---	766 05

All of which is respectfully submitted,

P. L. BRYCE, *Secretary*.JAMES L. HAYS, *President*.



PART II.

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REPORT OF THE CITY SUPERINTENDENT.

1. The first part of the document is a list of the names of the persons who were present at the meeting.

# REPORT.

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*to the Honorable the Board of Education of the City of Newark :*

GENTLEMEN—I herewith present in accordance with the Rules of the Board the Thirty-sixth Annual Report of the City Superintendent of Public Schools.

The progress of the schools while slow, is steady and substantial. Every succeeding year brings new and difficult problems for solution. This cannot be otherwise. All progressive movements must make their own way and maintain it.

The efficiency of the schools can fairly be inferred from the continued confidence manifested in them by their patrons and the citizens generally.

Institutions can never reach a point beyond criticism. This, however, does not preclude fair commendation. That our schools are open to criticism no one denies; that they are worthy of honest commendation, I think, should admit.

The facts, figures, suggestions and recommendations embodied in the following report have been carefully collated, considered, arranged and presented for the convenient use of the Board and others who may consult them.

The enrollment for the year closing June last was greater than for any year in the history of the schools. This is to be expected, as the population of the city is rapidly increasing.

The better classification and gradation of the pupils enables the teachers to compass the work of instruction, better from year to year. These are statements that I

feel assured the statistics and conclusions found in the following report will fully substantiate.

### SCHOOL ENUMERATION.

1891.....	57,454
1892.....	52,636

Decrease .....	4,818
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	Males.	Females.	Total.
1st Ward .....	2,627	2,572	5,199
2d " .....	2,331	2,338	4,669
3d " .....	1,697	1,374	3,071
4th " .....	1,594	1,744	3,338
5th " .....	3,651	3,687	7,338
6th " .....	2,367	2,301	4,668
7th " .....	5,470	5,001	10,471
8th " .....	4,918	4,754	9,672
9th " .....	2,005	2,205	4,210
Totals.....	26,660	25,976	52,636

The foregoing table reveals a decrease of 4,818 from 1891 to 1892. The school census is now taken by state enumerators. It is thought the enumeration is more nearly correct than in past years. Notwithstanding the decrease in the school population the school registry was 893 larger than the preceding year.

I would call special attention to the tables of school enumeration for Newark for 1892. They contain much valuable statistical information, for which we are indebted to the courtesy of Mr. John J. Matthews, State Superintendent of School Census for New Jersey.

The following table shows the number of males and females separately, and the total in each ward, also the number from 5 to 6—6 to 7 and so on to the number from 17 to 18 in each ward. This presentation of the



relative number of each sex between the ages as noted above, in each ward, is of value as showing how the same are distributed throughout the different wards of the city.

Of the 52,636 of school age in the city 8,529 are attending private schools ; 4,413 are males, 4,116 females. This shows a decrease attending private schools from last year of 1,410.

## ENUMERATION, 1892.

WARD.	AGE.														Total.														
	5		6		7		8		9		10		11			12		13		14		15		16		17		18	
	to 6	7	to 7	8	to 8	9	to 9	10	to 10	11	to 11	12	to 12	13		to 13	14	to 14	15	to 15	16	to 16	17	to 17	18	to 18	19	to 19	20
1st	Males ...	240	226	246	224	237	214	189	193	167	172	161	160	198	2,627														
	Females ...	178	247	239	242	229	207	200	194	162	160	168	171	175	2,572														
	Total ...	418	473	485	466	466	421	389	387	329	332	329	331	373	5,199														
2d	Males ...	182	186	205	218	196	163	155	195	148	176	169	177	161	2,331														
	Females ...	190	193	205	197	203	200	167	172	159	178	163	146	165	2,338														
	Total ...	372	379	410	415	399	363	322	367	307	354	332	323	326	4,669														
3d	Males ...	219	114	163	126	170	135	148	119	135	82	106	74	106	1,697														
	Females ...	150	88	148	92	121	81	112	85	107	73	109	76	132	1,374														
	Total ...	369	202	311	218	291	216	260	204	242	155	215	150	238	3,071														
4th	Males ...	127	113	129	129	149	110	121	137	128	129	103	98	121	1,594														
	Females ...	140	137	139	137	160	119	122	129	143	137	116	146	119	1,744														
	Total ...	267	250	268	266	309	229	243	266	271	266	219	244	240	3,338														
5th	Males ...	395	301	328	297	301	293	245	267	255	257	207	224	281	3,651														
	Females ...	365	316	325	320	278	293	263	270	237	282	222	224	292	3,687														
	Total ...	760	617	653	617	579	586	508	537	492	539	429	448	573	7,338														

WARD.	AGE.												TOTAL.																
	5		6		7		8		9		10			11		12		13		14		15		16		17		18	
	to	6	to	7	to	8	to	9	to	10	to	11		to	12	to	13	to	14	to	15	to	16	to	17	to	18		
6th	Males . . .	212	183	183	183	220	192	173	172	185	154	176	144	171	202	2,367													
	Females .	215	173	187	187	195	173	156	177	173	168	151	167	192	174	2,301													
	Total . . .	427	356	370	370	415	365	329	349	358	322	327	311	363	376	4,668													
7th	Males . . .	550	501	487	476	484	441	386	363	364	344	381	303	341	435	5,470													
	Females .	486	494	485	450	421	386	378	342	308	287	288	288	320	356	5,001													
	Total . . .	1,036	995	972	926	905	827	741	706	652	632	669	591	661	791	10,471													
8th	Males . . .	511	394	437	427	432	334	305	330	309	309	355	326	372	386	4,918													
	Females .	452	387	434	397	373	311	353	345	321	302	305	356	358	4,754														
	Total . . .	963	781	871	824	805	645	658	675	630	611	660	681	728	744	9,672													
9th	Males . . .	131	153	161	175	156	177	135	173	140	184	129	156	135	2,005														
	Females .	127	185	171	189	155	180	170	195	174	158	158	182	161	2,205														
	Total . . .	258	338	332	364	311	357	305	368	314	342	287	338	296	4,210														
Summary . . . . .	Males . . . . .	2,567	2,171	2,339	2,292	2,317	2,040	1,833	1,963	1,780	1,912	1,648	1,773	2,025	26,660														
	Females . . .	2,303	2,220	2,333	2,219	2,113	1,933	1,942	1,905	1,779	1,788	1,696	1,813	1,932	25,976														
	Total . . . . .	4,870	4,391	4,672	4,511	4,430	3,973	3,775	3,868	3,559	3,700	3,344	3,586	3,957	52,636														

## ENUMERATION, 1892.

## NUMBER ATTENDING PRIVATE SCHOOLS.

	Males.	Females.	Total.
1st Ward .....	759	736	1,495
2d " .....	374	387	761
3d " .....	214	190	404
4th " .....	304	291	595
5th " .....	379	374	753
6th " .....	569	557	1,126
7th " .....	983	767	1,750
8th " .....	596	564	1,160
9th " .....	235	250	485
Total.....	4,413	4,116	8,529
Number attending Private Schools, 1891.....			9,939
" " " " 1892 .....			8,529
Decrease.....			1,410

The following table presents some specially valuable statistical information distributed among the various wards.

1. The number of each sex and the total attending no school.

2. The number over 10 not able to read. This makes rather a pleasant comparison of the illiterates in each ward.

3. The number of children under 15 employed in factories, shops or stores. This would indicate that the Child Labor Law is not vigorously enforced in the city.

4. The number of children not vaccinated. This shows that there is still something for the Board of Health and the Sanitary Committee to do.

5. The number of children whose fathers are not citizens.

## 6. The number of deaf mutes.

This table is valuable for reference.

WARD.		Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of children whose male parent or guardian is not a citizen.	Number of children who are deaf mutes.
1st. ....	Males ..	672	2	114	241	.....	.....
	Females,	663	2	61	270	.....	1
	Total...	1,335	4	175	511	188	1
2nd. ....	Males ..	461	4	56	83	.....	2
	Females,	395	1	26	59	.....	.....
	Total...	856	5	82	142	64	2
3rd. ....	Males ..	206	.....	7	25	.....	.....
	Females,	212	.....	1	.....	.....	1
	Total...	418	.....	8	25	.....	1
4th. ....	Males ..	381	12	48	88	.....	.....
	Females,	421	10	22	85	.....	.....
	Total...	802	22	70	173	31	.....
5th. ....	Males ..	672	11	80	221	.....	2
	Females,	692	6	51	256	.....	2
	Total...	1,364	17	131	477	120	4
6th. ....	Males ..	728	50	29	32	.....	2
	Females,	627	26	16	47	.....	.....
	Total...	1,355	76	45	79	.....	2
7th. ....	Males ..	1,687	7	145	208	.....	1
	Females,	625	6	46	194	.....	3
	Total...	2,312	13	191	402	.....	4
8th. ....	Males ..	1,206	.....	61	155	.....	2
	Females,	1,272	2	26	156	.....	2
	Total...	2,478	2	87	311	267	4
9th. ....	Males ..	449	.....	29	90	.....	1
	Females,	471	1	13	105	.....	.....
	Total...	920	1	42	195	26	1
Summary	Males ..	6,462	86	569	1,143	.....	10
	Females,	5,378	54	262	1,172	.....	9
	Total...	11,840	140	831	2,315	696	19

The following statement shows the number of children at each age reported as attending no school during the year:

Between 5 and 6 years of age.....	2,293
“ 6 “ 7 “ .....	1,277
“ 7 “ 8 “ .....	519
“ 8 “ 9 “ .....	231
“ 9 “ 10 “ .....	134
“ 10 “ 11 “ .....	118
“ 11 “ 12 “ .....	129
“ 12 “ 13 “ .....	177
“ 13 “ 14 “ .....	346
“ 14 “ 15 “ .....	1,066
“ 15 “ 16 “ .....	1,409
“ 16 “ 17 “ .....	1,833
“ 17 “ 18 “ .....	2,308
Total.....	11,840

The foregoing table shows 11,840 children between 5 and 18 as not attending school, also the number at each age. It will be seen that the largest number is from 17 to 18, the next largest from 5 to 6. The smallest from 10 to 11.

The percentage 11,840, the number of children attending no school, bears to 52,636, the whole school population, is 22.4 per cent. Divided as follows:

Between 5 and 6 years of age.....	.043
“ 6 “ 7 “ “ .....	.024
“ 7 “ 8 “ “ .....	.009
“ 8 “ 9 “ “ .....	.004
“ 9 “ 10 “ “ .....	.002
“ 10 “ 11 “ “ .....	.002
“ 11 “ 12 “ “ .....	.002

Between 12 and 13 years of age.....	.002
"    13 "    14 "    "    .....	.006
"    14 "    15 "    "    .....	.02
"    15 "    16 "    "    .....	.026
"    16 "    17 "    "    .....	.034
"    17 "    18 "    "    .....	.043

Of the 11,840 reported as attending no school, 3,570 are between the ages of 5 and 7 years, during which many parents prefer to keep their children at home, and 6,618 are over 14 years of age, of which undoubtedly a large number are legitimately employed and have already received a fair amount of instruction; thus leaving 1,654 or .031 per cent. of the entire school population on the streets.

This differs widely from the statements so generally made in statistical tables and educational reports, which assume that all children between 5 and 18 not found enrolled in our schools are on the streets and have received no schooling, when the fact is, a very large proportion of them have received from four to six years school training. Much unfavorable comment upon the management and assumed failure of our school system has grown out of these careless and unfair statements.

The official visits of the members of the Board are shown below:

Normal and Training School—Normal Dept.....	56
High School.....	13
Grammar Schools.....	259
Primary Schools.....	527
Industrial Schools.....	3
Colored School .....	15
Evening Schools.....	64
<hr/>	
Total.....	937

The visits of the Superintendent are shown in the following table:

Normal and Training School—Normal Department	104
High School.....	78
Grammar Schools.....	293
Primary Schools.....	539
Industrial Schools.....	11
Colored School.....	7
Evening Schools.....	39
<hr/> Total.....	<hr/> 1,071

The official visits to the schools of all grades by members of the Board show a considerable increase over the preceding year. These visits benefit in two ways: 1st. The teachers and pupils are encouraged. 2d. The commissioners are personally informed by this contact with the schools of their condition and needs.

The visits of the Superintendent were about the same in total number as during the former year. About one-half of them were in the Primary Schools.

The number of school buildings in use during the year ending June, 1892, was forty-two, containing the following schools and departments:

Normal School.....	1
Training School.....	1
High School.....	2
Grammar Schools.....	17
Primary Schools.....	36
Industrial Schools.....	2
Colored School.....	1
<hr/> Total.....	<hr/> 60

The number of evening schools in operation was



nine—eight for five months and one for six, viz.: The Evening Drawing School in the building, corner of Market and Halsey streets.

Geographically these buildings are fairly well located. Some of the central buildings, however, are suffering from the encroachments of business, which are gradually driving out the dwelling houses. This is a difficulty that cannot always be avoided. The growth and distribution of the population seem to follow their own lines of development. The school authorities should by all means take into consideration the probable direction of the population as it increases throughout the city.

### SCHOOL BUILDINGS.

The Board now owns thirty-nine buildings, distributed as follows:

Old Wards.	No. of Buildings.	No. of Class Rooms.		Seating Capacity.
		Regular.	Temporary.	
1st . . . . .	2	26	..	1,422
2d* . . . . .	2	27	..	1,296
3d . . . . .	2	21	..	969
4th . . . . .	3	22	..	1,038
5th . . . . .	1	15	1	829
6th . . . . .	4	59	4	3,586
7th . . . . .	2	14	..	814
8th . . . . .	4	41	2	2,334
9th . . . . .	1	16	..	781
10th . . . . .	4	43	..	2,388
11th . . . . .	3	24	4	1,532
12th . . . . .	3	34	..	1,941
13th . . . . .	4	64	1	2,658
14th . . . . .	2	16	2	995
15th . . . . .	2	18	..	1,022
Total . . .	39	440	14	23,605

\*Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents four buildings, located as follows:

Old Wards.	No. of Buildings.	No. of Class Rooms.		Seating Capacity.
		Regular.	Temporary.	
1st.....	1	3	....	162
2d.....	1	6	....	246
8th.....	1	2	....	120
12th....	1	2	....	90
Total....		13	....	618

This makes a total of forty-three buildings, containing 453 class rooms, with a seating capacity of 24,233.

In the report for 1891 the Superintendent stated that he had for several years past described with care the locality, arrangement and condition of the school buildings of our city. This is deemed highly important, as these houses are the school homes of so many of our children for from six to twelve or more years, and that, too, at an age when the life and character are specially susceptible to associations and surroundings. I trust the statements and suggestions in this direction will be noted with care.

The accommodations for the Normal and Training School and the High School are entirely inadequate. The importance and relation of the Normal School to our system are such that the best opportunities possible should be furnished it. The training department is fairly well provided for in regard to the primary work. The grammar school observation and practice work must be obtained as best it can in the grammar schools scattered about the city. The normal department is very much crowded and is deficient in nearly all the essential accommodations that should belong to an institution of its grade and character.

The Board cannot too soon take the necessary steps

to supply this school with the needed room and equipments.

The same may be said with even greater emphasis in regard to the High School accommodations. About one thousand of the sons and daughters of the citizens of Newark are now crowded into rooms not sufficient for five hundred. This subject will be referred to again under the proper heading in this report.

The High School Annex, located on Washington street, is in some respects comfortable, yet it is entirely unsuited to school purposes, especially in regard to arrangement of rooms, ventilation and distribution of light. The classes are not well accommodated, they simply get along in them. The furniture should be suitable for the age and size of its occupants. I would urgently recommend that the rooms be furnished with desks of proper size. The sanitary condition of the building is quite satisfactory.

The new rooms in Burnet Street School, under construction when the report for 1891 was presented to the Board, have been completed. One room was occupied by a primary class at the opening of the spring term last April, the other was occupied by a grammar class of the first grade at the opening of the school year, September last. This building is now in a very desirable condition and meets the needs of the district admirably. While it is constructed upon a plan entirely different from any other school house in the city, it contains desirable features not easily secured by any other plan.

The Thirteenth Avenue building has been completed in accordance with the original plan, making this a house of seventeen class rooms, of large size, well warmed, ventilated and lighted. In location, appearance, arrangement and convenience this is among the finest in

the city, perhaps in the state. Fifteen of these rooms are already occupied by large classes. The school room of the old Sixth Ward is already practically exhausted. The greatest pressure seems now to be in the western section of the district. A new building should very soon be erected in this part of the ward, or what is known as West Newark. The annex in the Wickliffe Street chapel was discontinued, the four classes thus accommodated were transferred to the new rooms in Thirteenth Avenue house, at the opening of the school year, September, 1892.

The Warren Street building was completed in time for the opening of the present school year, September, 1892. It contains eight fine rooms with a general hall running the entire length of the building. This hallway is of great value in facilitating the movements of the school and in ventilating the class rooms. Another feature to be commended is the transoms over the windows, which renders it possible to ventilate without seriously exposing the pupils to a draft. This feature is a part of all the new buildings now constructed.

This building is warmed by the Fuller & Warren system of heating and ventilating, including the dry closet arrangement. The system has not been in operation long enough to fully understand and test it. The inference thus far is favorable. Also a metallic ceiling is on trial here. Time will determine the success or non-success of these experiments. The building is a credit to the Board and a great convenience to this part of the city.

In proof of the appreciation of the citizens is the fact that upon opening the house for the reception of pupils the eight rooms were at once filled to overflowing, necessitating the organization of four classes in the Wickliffe Street building.

The Warren Street and Wickliffe Street buildings will make it possible to relieve the Central Avenue and Lock Street schools, thereby making it unnecessary to enlarge the school accommodations in the old Fifteenth Ward for several years to come.

I would again call attention to the two unfinished rooms in the Summer Avenue house. The remarkable growth in population in this section makes it more than ever necessary that these rooms, now waste room, be fitted up for school use. It has been decided, I believe, that it can be readily done at a moderate cost. These rooms will seat one hundred and twenty pupils.

Very early attention must be given to more school room in the Elliot Street neighborhood. This part of our city is growing rapidly.

The Tenth Ward is abundantly supplied with school accommodations at present, and probably for some time to come.

The new house on Ann street has been completed and was occupied with five large classes, leaving three vacant rooms to meet the growing demands of this section. The classes formerly taught in Houston Street school were transferred to this house and the building sold.

The Eleventh Ward is very much in need of additional room, especially in the North Seventh Street district. The present building is an old wooden structure, containing only six rooms. It has no court room whatever, and is much exposed to the cold and storm. It is expected a new house will soon be erected here. It certainly is needed.

The South Eighth Street house, which contains the grammar school for this ward, is entirely insufficient to properly accommodate the grammar grade pupils.

There are now four classes on the court floor, leaving but two small sections for court purposes.

No part of the city is probably growing so rapidly as is this, and with a class of people who depend almost entirely upon the public school for the education of their children. The Board certainly should be prompt in furnishing the needed school facilities for such parts of our city.

The house on Waverly avenue, Thirteenth Ward, under construction last year, has been completed and is now occupied by six large classes, and will probably have seven classes in a few days. The house contains eight rooms. It is of the same plan and style of construction as the Thirteenth Avenue, Hawkins Street and Warren Street buildings. These houses are convenient, airy, well warmed, lighted and ventilated.

The Thirteenth Ward now contains four buildings, three of them among the largest in the city, viz.: Morton street, Eighteenth avenue and Monmouth street, aggregating fifty-six class rooms, the eight rooms in the Waverly avenue house making sixty-four. Practically all the vacant rooms in this locality to meet the increasing demands for school room are two class rooms. The prompt completion of the Waverly Avenue building according to original plan, making sixteen rooms, seems to be an early necessity.

The Elizabeth Avenue house contains two rooms. One of these is now occupied with a primary class. Without doubt both rooms will be in use next April.

I would recommend that the unoccupied room in this house be used for a class consisting of 1st and 2d grades primary to be made up from the children living in that vicinity. By placing the four primary grades here it will not be necessary to separate the younger children from the older in attending school, thus af-

fording a great convenience to the families in that locality. Further, this will make it possible to do away with the use of a room in Miller Street house formed by partitioning off a portion of the court. This room is very near the ground and is otherwise objectionable for class purposes. I trust these suggestions will be carried out not later than the April term.

The following buildings contain unoccupied class rooms: Marshall Street, one; Commerce Street, four; Lafayette Street, one; Thirteenth Avenue, two; Wickliffe Street, two; Elliot Street, one; Chestnut Street, two; South Street, two; Walnut Street, one; Ann Street, three; Hawkins Street, one; Waverly Avenue, two; Elizabeth Avenue, one. A total of twenty-three.

By examination of these localities it will be seen that these rooms can be of no service to the crowded schools, on account of distance and locality. Most of them, however, can be utilized by a rearrangement of the school district boundary lines.

## SCHOOL DISTRICT.

### BOUNDARY LINES.

This is a matter that should be carefully and constantly watched by the school authorities. The frequent changes in the location of the school population caused by the tendency to crowd out the dwelling houses by business establishments, it is easy to see must interfere with the attendance in some of the central schools, especially Washington Street, Marshall Street, Lawrence Street, Commerce Street, Chestnut Street and to some extent State Street Schools.

An examination of the location of the new wards

and the schools comprehended in them reveals the fact that a larger number of schools come under the supervision of most of the Commissioners than under the old ward division, and that a number of schools that formerly were somewhat in competition will be under the supervision of the same Commissioners. It is the opinion of the Superintendent that a readjustment of the school district lines can easily be made whereby most of the rooms now vacant can be utilized. Most of the vacant rooms are among the best in the city, and should, if possible, be used. I think it is possible by a wise arrangement of these district lines. I would recommend that this matter receive the prompt attention of the Boundary Committee.

The following is a list of the schools as found in the new wards.

#### LOCATION OF SCHOOLS BY WARDS.

##### *First Ward.*

South Market Street,  
Hawkins Street,

Hamburg Place,  
Clover Street.

##### *Second Ward.*

Oliver Street,  
Walnut Street,

South Street,  
Ann Street.

##### *Third Ward.*

Lafayette Street,  
Commerce Street,

Lawrence Street,  
Colored.

##### *Fourth Ward.*

Normal and Training,  
High Annex,  
State Street,

High,  
Burnet Street,  
James Street.

##### *Fifth Ward.*

Summer Avenue,

Webster Street,



Franklin,	Bloomfield Avenue,
Elliot Street,	Roseville Avenue,
North Seventh Street.	

*Sixth Ward.*

Central Avenue,	Lock Street,
Warren Street,	Wickliffe Street.

*Seventh Ward.*

South Eighth Street,	Newton Street,
South Tenth Street,	Camden Street,
Thirteenth Avenue.	

*Eighth Ward.*

Morton Street,	Eighteenth Avenue,
Waverly Avenue.	

*Ninth Ward.*

Washington Street,	Marshall Street,
Chestnut Street,	Miller Street,
Elizabeth Avenue,	Monmouth Street.

### SANITARY CONDITION OF THE SCHOOLS.

This is generally good. The school buildings throughout the city are, as a rule, well lighted, warmed and ventilated. They are well drained and the grounds fairly well graded. The few exceptions to this have been heretofore noted.

I would again call the attention of the Board to the tendency to plant too many trees in and about the school yards. Already the light and the circulation of air are seriously interrupted by the proximity of trees with their heavy foliage, too near the windows of some of the schools. Trees allowed to grow in the yard or near the building should be kept well trimmed, high up from the ground. This will permit the free circulation of air and light.

The principals and teachers should be ever watchful

and active in preventing the obstruction of the light and in securing its proper direction and distribution; also in using wisely, that is, efficiently, all proper means of ventilation. These results cannot be obtained without intelligent, skillful management on the part of those in charge.

The windows are intended primarily to light the rooms, incidentally to assist in ventilating them. They should be used for these purposes only. At least they should in no way be disabled for these all important uses.

The Sanitary Committee has done excellent work in looking after the yards, drainage, closets, disinfection, the arrangement of the seats in regard to light, etc.

A sudden and somewhat severe outbreak of small pox in the city disturbed, in a measure, the attendance in the schools, and also directed the attention of the Sanitary Committee to the rule of the Board touching the spread of contagious diseases in the schools. The result was the rigid enforcement of the rule of the Board governing this matter, by requiring that all pupils entering the schools of the city to present a certificate of vaccination, signed by a physician, or that they be certified to by the principal, upon his knowledge. As the result of this prompt action not a single pupil attending the public schools suffered from the disease.

There is no doubt the rule requiring vaccination is more thoroughly enforced and the end sought for secured more fully than ever before in the history of the schools. The Sanitary Committee is to be commended for its watchfulness over matters pertaining to the health of the schools under the care of the Board.

I would take this opportunity to call attention to the

Smead or Fuller & Warren system of heating and ventilation. This general plan is in use in a number of buildings in different cities. That the system may have a fair chance to succeed the building should be planned and constructed with reference to its use. The essential idea in the system is that a large volume of moderately warmed air shall be admitted into the room while a corresponding body of impure air shall be taken out, thus keeping up a constant and free change of air while the room is in use. The theory is all right and very beautiful, and there would never be any trouble if the incoming and outgoing currents would always conform to the demands of the theory. This is the one great trouble. There are so many obstructions and modifying influences that we often find the very thing happening which we have wished and planned to avoid. Currents of air perform curious freaks sometimes.

The chief means relied upon to accomplish the end desired, viz., a constant circulation and frequent change of air, are ventilating stacks built to a considerable height above the building. These are kept warmed by placing a stove or a small furnace in them; the heat creating and maintaining a draft. Into these stacks the impure air is discharged through openings in the walls or floors of the rooms. The plan generally followed is to conduct the exhaust air to the basement, and where the dry closet system is used, into that, and then into the ventilating shaft, from which it is discharged into the open air usually above the building. One of the important effects of this action is, the warm air is thoroughly circulated to all parts of the room.

The test usually used to demonstrate the quickness and thoroughness of the circulation is the odor (or the

peppermint test). This is very simple, being applied at the entrance of the air into the rooms and detected in a very few moments at the opening for the exhaust of the impure air from the rooms.

There is no doubt that by this system a more complete circulation is kept up and the rooms are more evenly warmed than by the usual methods of doors, windows and wall flues. There is also no doubt but the cost of warming and ventilating is much greater. If we want warm, fresh air with an entire change every few moments, we must pay for it. The truth of the facts stated in the foregoing have been thoroughly attested many times.

### CONTAGIOUS DISEASES.

The vigilance and great care exercised by the Sanitary Committee, principals and teachers, are proving very helpful in preventing the spread of contagious and infectious diseases. The Board of Health reports to the Superintendent every day all cases that come to the health officer. These cases are promptly reported to the principals of the schools, who are thereby enabled to prevent pupils who are in any way exposed to contagious diseases from attending school. The Health Board does not always receive as promptly as it should some reports, at least, legally due the health office. This, of course, prevents prompt notice to the schools, and in consequence, no doubt, some cases of exposure have occurred.

Our physicians have it in their power to do the public a great service by a prompt performance of duty in this matter.

I would call attention to the danger of allowing refuse matter to accumulate in the basements, cellars

or closets of the buildings. All such accumulations afford an excellent means for the propagation and distribution of disease germs. The principals should see that the janitors are in no way neglectful in this matter.

Personal cleanliness of the occupants of the rooms cannot be too strenuously insisted upon by those in charge. This, however, should be wisely and discreetly done. Our schools generally are well supplied with washbasins, soap, towels, etc. This should in no way infringe upon the requirement to come to school clean. There is a very close relationship between cleanliness and exemption from disease.

### ENROLLMENT.

Day Schools.....	26,650
Evening Schools.....	3,885
Total.....	30,535

The following table shows the enrollment, attendance, etc., in the different schools from September, 1891, to September, 1892:

	Enrollment.	Average Enrollment.	Average Attendance.	Percent. of Attendance.
Normal and Training				
Sch.—Normal Dept.	93	90	82	91.1
High School .....	980	835	776	92.9
Grammar Schools....	5,949	4,934	4,494	91.
Primary Schools.....	18,928	13,732	11,896	86.6
Industrial Schools....	450	262	210	80.1
Colored Schools.....	250	162	130	80.2
Total.....	26,650	20,015	17,588	87.8

The following table shows the increase or decrease in the different schools for the year 1892, as compared with the year 1891:

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal and Training						
Sch.—Normal Dept.	10	..	9	..	10	...
High School....	60	..	47	..	54	...
Grammar Schools...	..	83	..	161	..	156
Primary Schools....	862	..	132	..	..	21
Industrial Schools...	36	..	41	..	28	...
Colored School.....	8	..	..	9	..	5
Total.....	976	83	229	170	92	182
Net increase....	893		59			
Net decrease.....					90	

It will be seen by reference to the foregoing table that there was an increase in the enrollment of 893, while there was a decrease of 90 in the average attendance. This is explained by a small pox scare which seriously interfered with the attendance for several months. The steady growth of the schools continued notwithstanding.

Of the 26,650 enrolled for the year,

1,151	were between.....	5 and 6 years of age.
3,050	" .....	6 " 7 " "
3,452	" .....	7 " 8 " "
3,452	" .....	8 " 9 " "
3,124	" .....	9 " 10 " "

3,045	were between	.....	10 and 11 years of age
2,571	"	.....	11 " 12 " "
2,510	"	.....	12 " 13 " "
1,842	"	.....	13 " 14 " "
1,229	"	.....	14 " 15 " "
638	"	.....	15 " 16 " "
324	"	.....	16 " 17 " "
150	"	.....	17 " 18 " "
112	were over	.....	18 " "

A number of times in the preceding reports to the Board I have called attention to the fact that the school attendance begins in a marked degree to fall off between the ages of 7 to 9.

This can only be explained by accepting as a fact the supposition that large numbers of these young children are employed in shops and factories in violation of the compulsory school law of the state. This is a matter that should receive serious consideration. This training of young children in the habitual violation of law is hardly likely to make them law abiding citizens. The absence of conscientious scruples on the part of the employer and the pressing needs of some families present serious difficulty in the way of correcting these evils, viz.: early withdrawal from school and the employment of children before they are physically strong enough to safely endure continuous labor.

We cannot expect to do much for these masses until we can remove them from the depressing influences of long hours of physical labor, and retain them longer under school instruction.

The following table shows, in a convenient form, the variation in attendance of the pupils of respective ages for 1891 and 1892:

1891.	1892.				In-crease.	De-crease.
1,052	1,151	were between 5 and 6 years of age..			99	..
3,212	3,050	" 6 " 7	"	"	..	162
3,423	3,452	" 7 " 8	"	"	..	29
3,162	3,452	" 8 " 9	"	"	..	290
2,881	3,124	" 9 " 10	"	"	..	243
2,804	3,045	" 10 " 11	"	"	..	241
2,607	2,571	" 11 " 12	"	"	..	36
2,411	2,510	" 12 " 13	"	"	..	99
1,856	1,842	" 13 " 14	"	"	..	14
1,182	1,229	" 14 " 15	"	"	..	47
591	638	" 15 " 16	"	"	..	47
315	324	" 16 " 17	"	"	..	9
148	150	" 17 " 18	"	"	..	2
113	112	were over 18	"	"	..	1
25,757	26,650				1,106	213
Net increase.....					893	

The total increase for 1892 over 1891 is 1,106; the decrease 213, leaving a net increase of 893. This is small, but it is in the right direction.

## TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1892, are shown in the following table:

	Male.	Female.	Total.
Normal and Training School—			
Normal Department.....	1	2	3
High School.....	9	16	25
Grammar Schools.....	17	120	137
Primary Schools.....	6	280	286
Industrial Schools.....	..	5	5



Colored School.....	1	3	4
Special Teachers.....	2	2	4
	<hr/>	<hr/>	<hr/>
Total.....	36	428	464
June, 1891.....	35	414	449
	<hr/>	<hr/>	<hr/>
Increase .....	1	14	15

Only a little over 7 per cent. of the teachers in the public schools of Newark are males. It is questioned by some as to whether this be wise. It is a matter well worth our consideration as to the proportion of male and female teachers that should exist to insure the best teaching and highest good of the schools.

#### APPOINTMENT OF TEACHERS.

For the most part the teachers in the public schools of the city are appointed from the graduates of the City Normal and Training School. As a general rule this is well enough, but to push this practice to the exclusion of all teachers trained outside of our system would in my judgment work great harm to the best interests of our schools. In saying this I do not mean to be understood as saying that we do not offer as good facilities and educate as well as elsewhere, for I believe we do. What I wish to say and emphasize is that any system of schools or course of instruction that is restricted to the same routine and the limits of the same methods of instruction and management will tend to grow narrow and mechanical. Introducing from time to time new ideas, different methods, views from another standpoint, training under the influences of other and different environments will help to counteract these narrowing tendencies and routine methods.

We have lately introduced into our schools several

teachers who have received such training, and they have shown themselves striking examples of the truth of the foregoing statements. I would therefore urge that when a favorable opportunity offers to secure this high grade teaching qualification and power it be done. The purpose of those charged with the duty of selecting the teachers for the schools should be to furnish service of the highest order for the instruction and training of the children of our city.

I feel assured that all true friends of education and our schools will agree with me in this. Our children deserve the very best teaching that can be obtained. I will say more, even; they not only deserve it, it is their right, and to deprive them of it is nothing less than robbery. I know I am now speaking of a matter of great difficulty and delicacy. There is no question of greater moment at the present time than how to secure just the right teachers and teaching. Or to put the matter in another form, how to get rid of and to avoid the appointment of incompetent teachers.

This brings up the question: What constitutes incompetency? It is very easy to make this inquiry, but not at all easy to satisfactorily answer it. I would answer in a general way and upon general principles. A teacher, who, under fair and reasonable conditions, fails to secure and retain the attention of her pupils; to be in sympathy and harmony with them; to govern and discipline them; to present the subjects of instruction in such normal and systematic manner that the faculties of the pupil will be stimulated, developed and trained; to work in loyal sympathy and harmony with his or her associates; to use all possible opportunities for self training and improvement, may fairly be classed as not competent to fill the position of teacher.

This seems a formidable demand. But when we consider that we are providing for the child, his character and future citizenship, the force and importance of these requirements cannot be overestimated.

What then shall we do? Make these emphatic statements, the truth of which we all accept, and there rest. Repeating these annually for years and years will never remove the cause for complaint.

The first step I would recommend in the removal of this evil is: Stop appointing incompetent teachers. This is effectual, and in due time will bring us out of the trouble. Nothing is of more vital importance to the vital interests of the schools than the selection of teachers.

No one should be considered for a moment who has not successfully met all the requirements as to scholarship, professional training and experience demanded by the Board, to be determined by those charged with that duty. This requirement is well enforced now.

The next point I would make is: All appointments should be temporary and remain such until there is no reasonable doubt of thorough fitness and success. No increase in salary should take place during the temporary status.

In the Normal and Training School course anyone who shows physical inability or any unwillingness to conform to all the provisions and requirements, academic and professional, of said course, should at once be dropped from the school as candidates for the teacher's diploma. This may seem, at first, a little severe. But we all know that when, with diploma in hand, the candidate presents herself for appointment, the danger is greatly increased. The preventative and winnowing methods and remedies should be rigidly but justly applied all along the line.

As to admission into the Normal and Training School, too much care cannot be given. No one should be admitted to this course who is not physically sound. Good health is absolutely necessary to enable the teacher to perform her duty under the many trying circumstances that will certainly surround her at times. Physical culture is a prominent subject in the course, and valuable instruction as how to improve and maintain good health is given by the competent teachers in charge.

An excellent step has been taken by the Board in not granting the maximum salary until her knowledge of teaching and success therein are certified to by the Principal and approved by the City Superintendent. This is not to be given until the teacher enters upon her fifth year's service. At first some little friction arose, but this disappeared as soon as the value and purpose of the arrangement were understood. The effect of this rule is to show the teacher that advancement to the highest grade of recognition and remuneration depends upon competency and consequent success.

This brings us to the second part of this question: how to relieve the schools of teachers already known to be unable to govern and instruct a class of pupils. A variety of methods have been suggested or proposed. The objection to them is, they almost, without exception, undertake to deal with the problem by imposing certain rules or requirements upon the entire teaching body. Subjecting the devoted, successful teachers to the same burdens and inferences that we wish to place upon the incompetent. In my judgment the only proper way to deal with cases of inefficiency is to treat the individuals in accordance with their special merits, and not place the many under limitations to reach the few.

While writing under the head of teachers, I wish to speak a word for the corps in our schools. This I do with satisfaction. As a body, they will bear comparison with any like body elsewhere. There is a forward movement all along the line. The spirit is good, the individuality and personal power of the great body of teachers are coming into prominence to the advantage of the teaching in the classes. There is a very manifest, I may say, eager desire on the part of many to investigate, master and apply better methods, to qualify themselves thoroughly for their responsible duties. Of course there are exceptions to this commendable showing.

I wish to speak just here of the general improvement that is steadily taking place in the discipline of the schools, and especially in individual classes. This most surely indicates a stronger moral power in the teacher and a better recognition on the part of the pupils of right and wrong, of justice and injustice, and that courtesy that should always characterize the bearing of a pupil towards his school companions and his teacher.

We now have thirty-four principals, four of whom teach a class as well as exercise the supervision of the principal. The number of classes under the direction of each of these principals ranges from two to twenty-four.

There are four hundred and thirty-four class teachers, four special, three female and one male. This does not include those engaged in evening schools, nor in the summer schools, which would swell the number to over five hundred. To select and determine the qualifications and to supervise the work of this large body of instructors, is a work of no small magnitude. The aid rendered in this work of supervision by the principals is invaluable.

I will close this discussion by quoting Superintendent Maxwell, of Brooklyn, as to his conception of the functions and importance of a principal, as found recorded in the Annual Report of Supervising Principal Gregory of Trenton, New Jersey:

"When the principal is a man who is accomplished in scholarship and endowed with gentlemanly instincts, who makes his work a study and a labor of love, who is himself an enthusiastic teacher, who thinks no detail of school administration beneath his notice, who does not imagine that he has mastered the entire science of pedagogy, but is eager to seize upon every improvement in methods, who sees that not knowledge alone, but the formation of character, of good habits, through the acquisition of knowledge, is the chief end of education; who is truthful, and never expresses an opinion which he does not believe, who is firm yet gentle and sympathetic with both teachers and pupils. When the principal is a man of this kind, progress is continued and rapid.

"Where the qualities described are wanting in the head of the school, progress, if it exists at all, is generally made through the teacher's exertions alone, and in spite of the opposition, either active or passive, of the principal."

## OBITUARY.

The death of Mrs. Isabella Forbes, for years a teacher in the employ of the Board, occurred April 8, 1892, after a lingering illness. She entered the schools as teacher in 1878. During her long service she proved

herself a faithful and devoted teacher, securing and retaining the respect and confidence of all associated with her.

Suitable notice was taken at the Teachers' Institute.

### PRINCIPAL CHANGES IN THE CORPS OF TEACHERS DURING THE YEAR.

Miss Ann E. Sayre was transferred from the Principalship of Wickliffe Street school to the position of Principal of the Warren Street school, dating Sept. 1st, 1892.

Mr. Fred. W. Fort from the Principalship of Hamburg Place Intermediate school to the Principalship of Hamburg Place Grammar school, dating from Sept. 1st, 1892.

Miss Elizabeth H. Belcher from the position of Vice-Principal of Commerce Street school to same position of Waverly Avenue school, to date from Sept. 1st, 1892.

### CHANGES IN GRADE OF SCHOOLS AND SALARIES.

By unanimous action of the Board all Intermediate Schools were abolished, dating from Sept. 1st, 1892.

The Public School system now includes the following:

Primary Schools.	Industrial Schools.
Grammar Schools.	Colored School.
High School.	Evening Schools.
Normal and Training School.	Summer Schools.

The salaries of Primary School Principals with schools of over 12 classes, were placed at \$1,800, dating from Sept. 1st, 1892.

### PRIMARY SCHOOLS.

The value of this grade of schools, in our system, is not questioned. They lie at the very basis of the educational structure. Without a substantial foundation it cannot stand. The idea that pervades the minds of some—too many—that any one can teach the primary grades, is a pernicious and dangerous one. The very best training and experience are needed here. The Board of Education did a good thing for these schools when it placed the salaries of the teachers the same as in the grammar schools. This makes it possible to retain the expert primary teacher in the grade she is by nature, training and experience, eminently qualified to teach, without compelling her to pay for the privilege by receiving an inferior salary for superior service. The character of the primary teaching done in the schools is in the main to be commended. Many of these teachers are studious in preparation and devoted in the performance of duty.

The one point in this work that I would emphasize above all others, is the importance—I should say necessity—of giving these young beginners correct ideas and conceptions of their elementary work. Also that their powers of expression, oral and graphic, should be developed and trained to a high degree of freedom and accuracy.

The work of these early years in these schools should not be carelessly or imperfectly done. It is a great detriment—I may say a great wrong—to these pupils to push them on into the upper grades with imperfect



elementary preparation. It sometimes happens that such pupils are unable to spell and use correctly the words used in their primary course. This is wrong and should not happen. The only remedy for it is that the principal and class teacher shall see that all the work belonging to and assigned to them is effectually done once for all. When this is accomplished the progress of the pupil in his subsequent work will be unimpeded.

I know this kind of work will take time. There should be no hurry and crowding in this stage of the elementary work in the schools. The pupil should be moved along in his course no faster than is consistent with the mastery of every essential step.

The most successful means to accomplish this end, viz.: the correct and clear conceptions of the elementary steps in the child's primary course is the kindergarten training. This is why I consider it of great value to young children to receive some training in these methods. It is found from careful experience that children with kindergarten training make more rapid and much better progress, as a rule, than those who have never had this training.

Teachers who are imbued with the spirit and familiar with the methods of this kind of instruction, teach all other subjects, even in the advanced grades, with better success. This is to be expected, as the observational and experimental powers of the pupil are constantly appealed to by the teacher. I shall rejoice when the young children shall enter the primary school proper, through the kindergarten.

Number of distinct primary schools.....	22
Number of classes in same.....	130
Increase over last year.....	2
Number of primary departments in grammar school buildings.....	18
Number of classes in same.....	142
Total number of primary classes.....	272
Increase of primary classes for the year.....	8

These classes contained in the enrollment, 18,921; in the average enrollment, 13,577; average per teacher on the enrollment, 69.5; average per teacher on the average enrollment, 50.

A glance at the foregoing table shows an increase of two distinct primary schools, with an increase of eight classes for the year.

An increase in the enrollment of 580; a decrease in the average enrollment of 74. This certainly is not a discouraging showing. The insignificant decrease in the average attendance was caused, as has been elsewhere stated, by the small-pox outbreak.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Normal and Training—				
Training Department.....	6	297	241	50
Burnet Street.....	7	301	281	43
State Street.....	9	526	482	58
James Street.....	3	159	122	53
Washington Street.....	5	235	207	47
Marshall Street.....	5	217	189	43
Lawrence Street.....	5	189	168	38
Commerce Street.....	4	143	120	36
Colored.....	3	111	89	37
Lafayette Street.....	10	499	419	50
Newton Street.....	7	397	354	57
South Tenth Street.....	13	692	614	53
Camden Street.....	12	591	517	49

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Thirteenth Avenue.....	9	520	447	58
Wickliffe Street Annex.....	4	191	155	48
Wickliffe Street.....	6	243	207	41
Summer Avenue.....	6	333	294	55
Webster Street.....	6	284	246	47
Franklin.....	7	376	326	54
Bloomfield Avenue.....	2	91	76	45
Elliot Street.....	7	287	251	41
Chestnut Street.....	7	302	262	43
Oliver Street.....	7	286	242	41
South Street.....	8	345	284	43
Walnut Street.....	8	304	266	38
Houston Street.....	2	104	87	52
South Eighth Street.....	7	376	324	54
Roseville Avenue.....	6	338	293	56
North Seventh Street.....	5	263	223	53
South Market Street.....	6	328	274	55
Hamburg Place.....	11	647	563	59
Hawkins Street.....	6	265	230	44
Clover Street.....	2	103	88	51
Morton Street.....	13	678	567	52
Eighteenth Avenue.....	14	734	640	52
Monmouth Street.....	14	757	660	54
Miller Street.....	8	442	379	55
Elizabeth Avenue.....	1	47	40	47
Central Avenue.....	7	373	324	53
Lock Street.....	4	203	174	51
Total.....	272	13,577	11,725	50

## AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September.....	2,560	3,171	3,657	5,030	14,418
October.....	2,634	3,114	3,667	5,222	14,637
November.....	2,541	3,082	3,450	5,006	14,079
December.....	2,351	2,760	3,110	4,245	12,466

Month.	First.	Second.	Third.	Fourth.	Total.
January.....	2,417	2,918	3,321	4,345	13,001
February.....	2,420	2,881	3,346	4,497	13,144
March.....	2,360	2,825	3,338	4,364	12,887
April.....	2,346	2,865	3,441	5,021	13,673
May.....	2,289	2,812	3,336	5,073	13,510
June....	2,200	2,702	3,247	4,729	12,878
Average....	2,412	2,913	3,391	4,753	13,469

The above very conveniently shows the average membership in each grade of the primary schools for each month of the school year.

The proportionate number of pupils in the fourth grade or first year in school as compared with the first grade or fourth year in school, is, it will be seen about double.

### GRAMMAR SCHOOLS.

Their progress is substantial. From year to year they show their efficiency. Their relation to the High School and the primary schools is close and of great importance in the course of instruction for the public schools.

As I set forth in the discussion of the extension of the grammar school course in the annual report for 1891, I am satisfied that more work can and should be done in these schools. I refer to that article found on pages 107-113. I simply emphasize here the views there set forth.

The grammar school should now assume its full function and place in the general course. While its work and training should constitute a thorough preparation for entrance upon the High School course it should also be a well rounded and completed course in and of

itself. The propriety of this will be readily seen from the fact that a large number of pupils complete their school course in the grammar school. I know that it has been accepted by many educators, without contradiction or even hesitation, that the chief and perhaps only function of the lower grade schools is to prepare pupils for promotion to the upper schools. While it is true that this preparation should be ample for this purpose it should also be an excellent preparation for the active work of life, so far as it goes. The danger in this direction is that many may accept the idea that a grammar school course is just as good for all practical purposes as a more extended course in the High School. I do not advocate any such conclusion. All education at every stage should have reference to its practical usefulness in the struggle of life.

I am confident that the modification and extension of the work in these schools, as recommended last year, can be done easily, as we improve in better methods and better teaching. The whole tendency of our work is in the direction of practical thoroughness and enlargement.

The following tables show the number of classes, the average enrollment, average attendance, and the number of pupils per teacher; also the average enrollment by grades. They will bear a careful study. For reference they are very convenient:

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Burnet Street.....	8	307	294	38
State Street.....	1	34	32	34
Washington Street.....	9	345	312	38
Lawrence Street.....	7	274	249	39
Colored.....	1	51	41	51
Lafayette Street.....	6	245	217	41

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Newton Street.....	10	450	413	45
South Tenth Street.....	3	134	125	44
Camden Street.....	2	91	82	45
Summer Avenue.....	8	353	326	44
Webster Street.....	6	235	216	39
Franklin.....	1	54	50	54
Elliot Street.....	2	76	67	38
Chestnut Street.....	8	277	252	35
Oliver Street.....	8	307	279	38
South Street.....	2	83	71	41
South Eighth Street.....	9	394	354	44
North Seventh Street....	1	53	47	53
South Market Street.....	6	244	222	41
Hamburg Place.....	3	173	156	58
Hawkins Street.....	1	39	33	39
Morton Street.....	8	353	319	44
Eighteenth Avenue.....	6	202	184	34
Monmouth Street.....	2	98	88	49
Miller Street.....	8	349	314	44
Central Avenue.....	7	292	260	42
Total.....	133	5,513	5,003	41

## AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September.....	923	1,178	1,641	2,262	6,004
October.....	910	1,176	1,631	2,296	6,013
November.....	888	1,161	1,581	2,244	5,874
December.....	852	1,110	1,485	2,100	5,547
January.....	851	1,102	1,517	2,152	5,622
February.....	834	1,097	1,498	2,152	5,581
March.....	819	1,058	1,448	2,089	5,414
April.....	781	1,010	1,404	2,054	5,249
May.....	771	991	1,348	1,992	5,102
June.....	760	963	1,289	1,913	4,925
Average.....	839	1,085	1,484	2,125	5,533

The largest average enrollment in these grades was in the month of October; the next largest in September. The decrease began in November and continued until the close of the school year. As we go up in the grades, the decrease increases, being less than half that of the first year in the grammar grade.

The usual annual examinations for graduation from the grammar schools and thereby admission to the High School, occurred in the High School building, June 21 and 23, 1892. They were conducted by the Superintendent, under the direction of the Committee on Examinations.

The labor of these examinations was considerably lessened by the honorary promotions, based upon a high daily class record.

The care and responsibility required in directing and supervising this work are considerable. The principals and class teachers and others associated with the Superintendent, were specially faithful in the performance of every assigned duty and deserve recognition, which is here given.

The pupils under examination were attentive and reliable throughout the entire test.

The number of applicants was 755; girls, 430; boys, 325; an increase of 11 over last year.

The number graduated, 682; girls, 403; boys, 279; an increase of 21 over last year.

Of the number graduated, 299 were admitted by "honorary graduation;" girls, 189; boys, 110; a decrease of 91 from last year; and 383 by examination; girls, 214; boys, 169; an increase of 112 over last year.

The number failed, 73; girls, 27; boys, 46; a decrease of 10 from last year.

Of the 755 applicants, 90.3 per cent. were admitted, and 9.7 per cent. were rejected.

In the above summary it will be seen that the number of honorary promotions was less by 91 than the preceding year, and the number presented for examination was greater by 102. This indicates that the danger of abusing the honorary promotion method is being removed by the experience and greater care of principal and teacher.

The pupils were tested with the following questions:

#### GRAMMAR.

1, 2, 3, 4. Using not less than thirty-five lines, describe Newark as to such particulars as you have observed, and most impress you, and about which you know most.

*The teacher in judging the composition will note the following points:*

- (a) *The character of thought.*
- (b) *Choice of words and clearness of expression.*
- (c) *Capitals, punctuation, spelling and paragraphing.*
- (d) *Arrangement and neatness.*

5. Analyze the following:

"Woodman, spare that tree!  
Touch *not* a single *bough*!  
In youth it *sheltered* me,  
And *I'll protect* it now.  
'Twas my *forefather's* hand  
That planted it near his cot;  
Then, woodman, let it stand,  
Thy axe shall harm it not!"

6. Parse the words in *italics* in the fifth question.

7. Name the modifications that belong to the following parts of speech: Nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions. Designate each modification.

8. State the difference between a phrase and a clause; between a compound sentence and a complex sentence.

What are quotation marks; when and how should they be used?



Write sentences or a paragraph illustrating the foregoing elements. Underline each.

9. In sentences or a paragraph illustrate:

- (a) The correct use of transitive and intransitive verbs.
- (b) Active and passive forms.
- (c) Singular and plural forms of verbs.
- (d) Present and past participles.
- (e) Regular and irregular verbs.
- (f) Learn and teach.

Parse the participles.

10. How is the progressive form of the verb made up? Illustrate with a sentence. Write a brief social letter. Note with care the date, address, arrangement, punctuation, spelling, etc. Sign Henry Blank.

#### GEOGRAPHY.

1. Name and define the motions of the earth. Give the direction of each. Describe the principal effect of each. How is direction on the surface of the earth described?

2. Define latitude; longitude. With a circular diagram illustrate how it is reckoned. Give the reason why the length of the degrees of longitude vary as they approach the poles.

3. Name and define the relief forms of land.

4. What is climate? Give the general law governing climate. Give three modifications affecting the general law.

5. Describe the most important advantages of North America. Also give a brief description of its inhabitants, as to number, race, etc.

6. Describe the United States as to its rank among nations, population, general government and political divisions.

7. Locate and describe the following: The Narrows; Raritan Bay; Rhine River; English Channel. Locate the following cities and tell of what each is the capital: St. Paul, Madrid, Cairo, Vienna, Copenhagen.

8. Compare the New England States with the Southern States, Eastern division, as to location, area, climate, rivers, surface, natural advantages, chief industries and chief cities.

9. Name and describe the four important rivers that rise in the Alps. Name five leading countries in Europe and give the name and location of the capital of each.

10. Draw an outline map of the United States. Locate the Atlantic Highlands; the Rocky Mountains and the Pacific Highlands. Trace the Mississippi, St. Lawrence, Rio Grande and Missouri rivers. Locate the five largest cities.

#### ARITHMETIC.

1. A speculator bought 75 acres of land at \$75 per acre, and sold it in plots 10 rods long by 99 feet wide at \$250 a plot. How much did he gain by the transaction?

2. A farm containing 150 acres is 200 rods long; what is its width? What will it cost to build a wall around it at \$4 per rod?

3. A tax of \$12,500 is to be raised in a town the property of which is valued at \$1,500,000, and there are 250 polls, each taxed at \$2. What is the rate of the tax, and what is A.'s tax, whose real estate is valued at \$6,000 and personal property at \$3,000?

4. A merchant bought \$6,500 worth of goods for cash, sold them on 4 months' time at 15 per cent. gain. He had the note discounted at 6 per cent. to pay the bill. How much did he gain?

5. The length of the side walk in front of the Prudential Building, Broad Street, is 117 ft. and the width 7 yards. The length on Bank Street is 68 yards, the width 15 ft. What did the entire walk cost at \$2.60 per sq. yd?

6. A general wished to remove 80,000 pounds of provisions from a fortress in 9 days, and it was found that in 6 days, 18 men had moved but 15 tons. How many men would be required to remove the remainder in 3 days?

7. Bought a piano for \$250; what must I ask for it that I may deduct 20 per cent. and leave 20 per cent. gain?

8. Analyze: A deer starts 150 rods ahead of a dog and runs at the rate of 30 rods a minute. The dog follows at the rate of 42 rods a minute. How long will it take the dog to catch the deer?

A boy spent 60 cents for a book, which was ten-twelfths of his money; with the remainder he bought oranges at 4 cents each. How many did he buy?

9. Smith and Jones graded a street for \$857.50. S. furnished 5 men for 20 days and 6 men for 15 days; J. furnished 10 men for 12 days and 9 men for 20 days. What was the share of each contractor?

10. A line reaching from the top of a precipice 120 feet high on the bank of a river to the opposite side is 380 feet long. How wide is the river? What is the length of the edge of a cubical box that contains 46,656 cubic inches?

#### HISTORY.

1. Give some account of the discoveries made by the following navigators: Americus Vesputius, John Cabot, Balboa, Magellan.

2. Describe the Great Charter of Virginia and the branches of government under it. Also give an account of the Indian massacre.

3. Give an account of the conquest of New Jersey and its division. The settlement of East Jersey. The coming of Penn and the Friends to West Jersey. The reunion of New Jersey.

4. Give a brief description of the old-fashioned punishments of lying, swearing, scolding and drunkenness. Also the religious persecutions in Virginia and Massachusetts.

5. Tell in what lay the weakness and strength of the French in America. Give the causes of the war between the French and English in America. How long did this war last?

6. Tell what you know concerning the love of liberty in the colonists, and the early struggles for liberty in Virginia. Give cause and result of Bacon's Rebellion.

7. Give the causes of the American Revolution. Describe the Congress of 1774. Also the sending of British troops from Boston to Concord, and the battle of Lexington.

8. Describe the Constitutional Convention that met in Philadelphia in 1788. Name and define the three departments of the Federal Government.

9. Give a brief account of the repeal of the Missouri Compromise ; the struggle in Kansas ; the Dred Scott decision ; the election of Lincoln.

10. What three political questions were settled by the Civil War ? Name the five great additions to the territory of the United States made before the Civil War, and the one made after the war, and tell how they were made.

#### SPELLING.

"What are lands, and seas, and skies, to civilized man, without society, without knowledge, without morals, without religious culture ? and how can these be enjoyed, in all their extent and all their excellence, but under the protection of wise institutions and a free government ? There is not one of us who does not, at this moment and at every moment, experience in his own condition and in the condition of those most near and dear to him, the influence and the benefits of this liberty and these institutions. Let us then acknowledge the blessing ; let us feel it deeply and powerfully ; let us cherish a strong affection for it, and resolve to maintain and perpetuate it."

The result in spelling was somewhat disappointing to the teachers. The test consisted of two parts, as has been stated. 1st. A selected paragraph dictated to the pupils. 2d. The spelling of the words in the composition of the pupil as a part of the language work.

A large number of failures were made in both of these tests. The plan of judging the spelling by the pupils' use of words in the dictation and written exercises instead of selected words in columns, committed to memory for the only purpose of spelling them, will no doubt, in due time, correct this failure to spell the words in common use.

The plan is universally commended by the principals and class teachers.

SCHOOL.	Applicants.		Admitted.				Rejected.	
	Girls.	Boys.	Honorary Graduation.		By Examination.		Girls.	Boys.
Burnet Street.....	34	18	16	2	15	14	3	2
Washington Street.....	30	21	15	3	15	16	..	2
Lawrence Street.....	27	22	22	11	3	9	2	2
Colored .....	6	..	3	..	1	..	2	..
Lafayette Street.....	26	26	20	21	5	2	1	3
Newton Street.....	36	36	18	15	15	17	3	4
Summer Avenue.....	42	34	13	10	29	22	..	2
Webster Street.....	24	12	9	5	15	7	..	..
Chestnut Street.....	38	23	11	10	25	12	2	1
Oliver Street .....	42	16	22	11	17	4	3	1
South Eighth Street .....	30	27	12	4	17	17	1	6
South Market Street.....	22	10	6	3	14	6	2	1
Morton Street.....	13	17	8	6	5	8	..	3
Eighteenth Avenue.....	14	11	3	1	10	7	1	3
Miller Street.....	25	25	9	4	14	17	2	4
Central Avenue.....	10	15	2	4	7	8	1	3
Private.....	11	12	..	..	7	3	4	9
Total.....	430	325	189	110	214	169	27	46
Total.....	755	299	383		73			
Average Age of Girls Admitted.....	14 8	Average Age of Girls Rejected.....		14 11				
" " Boys .....	14 6	" " Boys .....		15				
General Average.....	14 7	General Average.....		15				



SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Elliot Street.....	..	..	.5	10	19	8	18	26	86
Chestnut Street.....	21	20	19	12	22	4	12	30	140
Oliver Street... ..	33	24	35	23	9	13	15	15	167
South Street.....	..	..	5	6	1	6	2	7	27
Walnut Street.....	..	..	..	..	14	17	30	11	72
Houston Street.....	..	..	..	..	..	..	18	15	33
South Eighth Street.....	16	5	12	12	17	6	13	1	82
Roseville Avenue .....	..	..	..	..	4	5	8	9	26
North Seventh Street.....	..	..	..	16	9	6	12	5	48
South Market Street.....	9	13	5	5	9	5	17	25	88
Hamburg Place.....	..	..	12	13	22	20	26	33	126
Hawkins Street.....	..	..	..	7	9	2	6	8	32
Clover Street .....	..	..	..	..	5	4	6	12	27
Morton Street.....	14	12	14	10	9	13	19	29	120
Eighteenth Avenue.....	4	8	10	8	19	24	23	40	136
Monmouth Street.....	..	..	..	7	7	9	17	15	55
Miller Street .....	13	12	9	16	10	12	16	7	95
Elizabeth Avenue .....	..	..	..	..	..	..	2	..	2
Central Avenue.....	6	7	10	8	10	12	3	22	78
Lock Street.....	..	..	..	..	..	9	3	8	20
Total.....	299	187	224	287	377	388	515	525	2,802

## SUMMARY AND COMPARISON OF 1891 AND 1892.

## GRAMMAR DEPARTMENT.

Honorary Graduations, 1891.....	390	
“ “ 1892.....	299	
Decrease.....		91
Honorary Promotions, 1891.....	1,049	
“ “ 1892.....	698	
Decrease.....		351
Total Decrease.....		442

## PRIMARY DEPARTMENT.

Honorary Graduations, 1891.....	462	
“ “ 1892.....	377	
Decrease.....		85
Honorary Promotions, 1891.....	1,873	
“ “ 1892.....	1,428	
Decrease.....		445
Total Decrease.....		530
Decrease, Grammar Department.....	442	
“ Primary Department.....	530	
Total.....		972

## THE BASIS OF PROMOTION.

There has been much thought and discussion by school authorities, and educators generally, concerning the elements that should enter into the consideration and determination of the fitness of pupils for advancement to the higher grades.

This discussion has revealed a wide difference of



opinion. Some would abolish all examinations for this purpose, and promote on the judgment of the teacher, or take the class record, which is practically accepting the judgment of the teacher as final. Others would rely almost entirely upon rigid examinations, under the impression that the teacher cannot escape from personal prejudices for or against the pupil in passing judgment from the daily class work. Others again, would combine the class record and the examination results, taking that as the final standard. Here again a difference of opinion and practice prevails as to the relative value of these elements. Some would make the examinations dominant, and the class standing subordinate, while others would reverse this relation, and others still would make them equal. There seems to be as many opinions and methods as there are individual teachers and superintendents, and examining boards. In the midst of all this confliction of opinion and practice, well may we exclaim: Who is right? Who is a safe leader?

All I can say is to express my opinion and explain our practice. In my opinion, all examinations, as a rule, should form a part of the plan of teaching. No plan or method of teaching is complete without suitable tests and examinations.

The evil complained of can be traced to an error very common among teachers, viz.: Making examinations an end instead of a means. Teachers teach for examinations; pupils study for examinations; schools and teachers are judged wholly by examinations; the whole scope and purpose, under this view, look forward to and end in examination. It must be evident to all who think and have a correct conception of the means and true functions of education, that teaching done under this view and for this purpose will fall far

short of such development and training as will truly educate and render self-helpful, the student.

This at once stamps the means and methods used to determine the fitness of the pupil to take a forward step, and to enter upon a higher grade of work, calling for developed and disciplined mental power, with skill in using it, a matter of serious importance. No pains or labor should be spared to reach a correct conclusion as to this fitness.

I am clear in my own opinion that no one of the elements or methods named and discussed in the foregoing, used exclusively, will bring us to the right conclusion. Truth and safety do not lie with any one of these alone, but in such combination and application as will not only allow but constrain the teachers to use sound psychological methods in all their teaching. This will class all examinations, tests, reviews, records; averages, etc., as means to an end and not an end in themselves.

The plan and method now in use to determine who shall be promoted or graduated in the public schools of Newark is as follows:

The three elements—

1. The daily class record, which contains the recorded judgment of the teacher, as formed from observation, of the pupils' habits of study, recitations, oral and written; tests, reviews.

2. The semi-annual examination, which covers the preceding instruction and the first half year's work. This examination involves original work, analytical and synthetical operations, and such discussions and memory tests as are necessary to carry forward the instruction and mental discipline of the class.

3. The annual examination, which is of the same character and has the same purpose as the semi-annual examination, only it is more advanced in its scope.

These are given equal value, each counting one-third.

The plan in this form has been in operation only this year, too short a time to form a reliable judgment upon the results. But it undoubtedly contains much promise. A larger experience on the part of the teachers; the elimination of some imperfections arising from lack of experience in the teacher affecting the accuracy of his judgment; the better methods of teaching which will surely come with the better appreciation and judgment of the teacher, will in my judgment make it possible to make promotions and graduations under this plan safely and justly.

I would urge a close study of the record of the results as found in the tables comprising the summary of the examinations.

The honorary pupils are not included in this plan, they being advanced upon a specially high class record for the year which exempts them from the annual examination.

## HIGH SCHOOL.

The following table shows the number of graduates for each year since 1862, thirty-one years:

Year.	Males.	Females.	Total.
1862 .....	8	..	8
1863 .....	8	22	30
1864 .....	6	8	14
1865 .....	6	13	19
1866 .....	8	16	24
1867 .....	4	23	27
1868 .....	4	25	29
1869 .....	6	30	36
1870 .....	7	34	41

Year.	Males.	Females.	Total.
1871 .....	9	19	28
1872 .....	10	30	40
1873 .....	13	26	39
1874 .....	14	18	32
1875 .....	14	33	47
1876 .....	17	46	63
1877 .....	19	41	60
1878 .....	32	47	79
1879 .....	24	48	72
1880 .....	26	39	65
1881 .....	24	46	70
1882 .....	21	53	74
1883 .....	27	48	75
1884 .....	30	40	70
1885 .....	39	43	82
1886 .....	42	53	95
1887 .....	32	45	77
1888 .....	27	63	90
1889 .....	37	61	98
1890 .....	51	49	100
1891 .....	37	67	104
1892 .....	43	44	91
Total No. of graduates.....	645	1,130	1,779
An average of fifty-seven each year.			

The graduates for this year were distributed as follows:

English Course.....	16
Classical Course.....	2
Commercial Course.....	25
Ladies' Regular Course.....	44
Ladies' Classical Course.....	4
Total.....	91

Of the entire number of graduates, sixty-six were

of the four years' course, and twenty-five of the two years' course.

The foregoing table shows that the number of graduates for the thirty-one years since 1862, from the High School, is 1,779, of which number 645 were males, and 1,130 females. Many of these graduates are now among our most honored and successful citizens. A very large proportion of the female teachers in our schools have been taken from these graduates after a normal course.

The success in professional and all lines of business life of the great body of these graduates, reflects much credit upon the city of Newark, and its system of schools.

It is gratifying to know that of the total number, ninety-one, sixty-six took the four years' course, while but twenty-five took the two years' course. This would seem to indicate that the larger number are not only able but desire to take the longer course; surely a preference in the right direction.

The accommodations provided for this school are not at all in keeping with its strength and importance as an educational power in our city. Its influence is felt in two distinct directions. 1st. Upon all the schools and grades below it in stimulating and influencing their pupils to reach and possess its opportunities. 2d. Its success in preparing large numbers for citizenship and the active duties of life.

With enlarged accommodations and better facilities these beneficial results can and will be multiplied.

The tendency to continue and complete the full course is growing stronger steadily. This has been more emphatically manifested since the opening of the present school year, September last, than ever before in the history of the school. The causes, in part

at least, that are leading to this gratifying result, are found in several directions—

1st. Better teaching and, consequently, better preparation of the pupil for advanced work.

2d. Better counsels and more urgent interest by principals and the upper grade teachers in the progress of their pupils after they leave them. The influence from this source, I am sure, has never been fully appreciated and used.

3d. The sympathy of the teachers in the High School with the incoming classes in their struggles to understand and apply the methods of investigation, application and study necessary to enter successfully upon a course of advanced work. This is marked and gratifying.

4th. The admirable course in English now pursued systematically in all the classes in the female department, and in a more general way in the male department. The interest taken in this line of work by the pupils is one of the most gratifying and promising signs in our High School. Many pupils are retained in the school and constrained to complete the full four years' course by their love and interest in this delightful educative work.

I can repeat with increased emphasis what I said last year: "That the progress in the literary and classic English course, is highly satisfactory. The pupils are not only interested, but they are delighted, and in many instances enthusiastic. The teachers assure me that the culturing influence is decided, and that the love for reading and the taste for the best literature are being developed in a marked degree."

With the superior training and preparation that will surely result from the extension and enrichment of the grammar school course, as recommended, and now

under consideration; the High School may reasonably look for a very successful future.

Let us hope that soon this institution will be provided with a building commensurate with its size and importance.

## COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

They were held in Jacob's Theatre, on Thursday evening, June 16, 1892. The usual large audience greeted the exercises of the graduating class. The class and the exercises were well received.

### ORDER OF EXERCISES.

OVERTURE—"Bohemian Girl," - - - *Balfe*

MUSIC—"Jolly Fellows," - - - *Volkstedt*

ENTRANCE OF THE GRADUATING CLASS AT 8 O'CLOCK.

MARCH—Dedicated to the Class of '92, - - - *Voss*

ORATION—"American Industries,"

FRED. A. LEHLBACH.

ESSAY—"Emerson Out of Doors,"

MISS ALBERTA MILLS.

ESSAY—"Tennyson as Laureate,"

MISS M. ELIZABETH NICOLS.

CHORUS—"In the Hour of Softened Splendor,"

BY THE CLASS.

ORATION—"Gold Lies Deep in the Mountain,"

WILLIAM F. CONE.

ESSAY—"Unser Land,"

STANLEY B. WESTERFIELD,

Commercial Senior.

MUSIC—"The Nightingale and the Frogs," - *Eilenberg*

ESSAY—"Imaginary Conversations at 'Ye Mermaid,'"

MISS MINNIE P. HARTNESS.

QUARTET—"More and More,"

MESSRS. DECKER, LEHLBACH, M'CALL AND URQUHART.

ORATION—"The Age in which we Live,"

WALTER S. DECKER.

ESSAY—"Rosalind and Portia,"

MISS MARGARET L. HEWITT.

CHORUS—"Madeleine,"

BY THE CLASS.

CLASS POETRY—Edited by

MISS ANNA E. SILL.

ORATION—"The Silver Question,"

FRANK M. POTTER, JR.

MUSIC—"Concert-Scene," - - - *Kiesler*

PRESENTATION OF THE CLASS FOR GRADUATION, by E. O. HOVEY,  
PRINCIPAL OF THE HIGH SCHOOL.

ADDRESS BY DR. NICHOLAS MURRAY BUTLER, OF THE STATE  
BOARD OF EDUCATION.

AWARDING OF DIPLOMAS, by JAMES L. HAYES, PRESIDENT OF THE  
BOARD OF EDUCATION.

## GRADUATES OF 1892.

### SENIOR BOYS.

William F. Cone,  
Walter S. Decker,  
Paul K. Douglas,  
Samuel H. Gibian,  
Edmund LeC. Hegeman  
Walter W. Kane,  
Fred. A. Lehlbach,  
Louis Leroy,  
Charles A. MacCall,

Henry W. May,  
Frank M. Potter, Jr.,  
Henry A. Scheppach,  
Henry M. Tompkins,  
Harry J. Turton,  
Charles H. Urquhart,  
William V. Van Blarcom,  
Harrison Van Duyne, Jr.,  
M. Royal Whitenack, •

### SENIOR GIRLS.

Ida Bailey,  
Helen Baldwin,

Jeannette Hegeman,  
Margaret L. Hewitt,



Barth,  
 Bartow,  
 C. Bennett,  
 E. Beyer.  
 ne Berger,  
 . Boylan,  
 H. Breidt,  
 e M. Coe,  
 Cogger,  
 e Conselyea,  
 a F. Crane,  
 R. Deidrick,  
 erson Dod,  
 M. DeMott,  
 . Dunham,  
 Edwards,  
 Gable,  
 aham,  
 Grill,  
 Haddow,  
 ana Hamel,  
 P. Hartness,

Julia May Horstmann,  
 Edith M. Jacobus,  
 Nellie R. Kane,  
 Lillie Kreiner,  
 Margaret J. Ledwith,  
 Bertha D. Littell,  
 Jessie MacGowan,  
 Alberta Mills,  
 Wilma Mulford,  
 M. Elizabeth Nicols,  
 Josephine L. Noble,  
 S. Elizabeth Noe,  
 Charlotte I. Pullin,  
 Ida M. Reeve,  
 L. Maude Rhodes,  
 Caroline S. Romer,  
 E. Josephine Sell,  
 Anna E. Sill,  
 Isabel Smith,  
 Leona C. Smith,  
 Clementine Tucker,  
 Minnie W. Williams.

*Commercial Course.*

A. Ames,  
 1 Andres,  
 A. Baldwin,  
 Bloch,  
 1 Budd,  
 1 Cooper,  
 us C. Dunfee,  
 1 Eggerking,  
 ewis Feist,  
 Fergg,  
 E. Goode,  
 . Heinz,  
 1er L. Hirsch.

Anthony Kroehl,  
 Henry W. Maull,  
 John H. McDonald,  
 George B. Merklinger,  
 Edward Morgan,  
 Floyd Poinier,  
 Julius C. Rauch,  
 William Walter Rose,  
 Thomas J. Scanlon.  
 Isador Seckeles,  
 Hugo C. Sippel,  
 Stanley B. Westerfield.

## NORMAL AND TRAINING SCHOOL.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Average Enrollment.	Average Attendance.	Graduates.
1880 .....	33	29	29
1881 .....	28	25	27
1882 .....	31	26	28
1883 .....	37	34	36
1884 .....	39	32	35
1885 .....	36	32	35
1886 .....	41	34	36
1887 .....	55	49	53
1888 .....	33	31	33
1889 .....	43	40	..
1890 .....	79	72	40
1891 .....	81	72	43
1892 .....	90	82	38
Total.....	626	558	433

This institution, in its present form as a daily Normal School, has been in operation since 1880, thirteen years. The enrollment, attendance and number of graduates are shown in the above table.

The plan for observation and practice in the primary and grammar school grades by the normal pupils is practically the same as has been in use for the past three years. While the results are not all we could desire, yet they are quite satisfactory.

The result in the grammar schools shows the plan to possess some decided advantages over the centralized method, that is having all this observation and practice work done in one practice school connected directly with the Normal School, and under the personal supervision of the principal of the Normal and Training

School. One of the advantages of great importance is, the practice teacher is brought into direct contact with the great public school as found in practical operation, and more or less modified by location and surroundings. Another advantage is the opportunity to observe the organization and supervision as to discipline, general management and methods of instruction by principals of different views, methods and executive ability. This proves a strong counteractive against imitative and routine methods.

The opportunities of the institution, both in the Normal and Practice departments, are being multiplied and improved in many directions.

Mrs. E. S. Bates, a graduate of the Boston School of Elocution, has been appointed a teacher of voice culture in the Normal department. She began her work April 1st, 1892, and is still giving instruction in this subject. Her success is emphatic, and the results eminently satisfactory.

Miss Agnes V. Luther was appointed teacher of elementary science November 1st, 1892, in the Normal and Training departments. She gives two hours a week to the Normal department, and two hours a week to the classes in the Training department. These are model lessons for the benefit of the junior normal students.

The work done by the teachers in voice culture and science teaching is well received, and is creating much interest in the objective work of the school.

The one pressing need of this institution is better accommodations. It has always labored under many disadvantages in its work, on account of inadequate facilities. When Newark realizes the full value of its schools to the education of the city, and the necessity for thoroughly trained teachers for these schools, it

will, I doubt not, provide liberally for its Normal School.

## COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

The usual large and interested audience assembled in Association Hall, Monday evening, June 27, 1892, to witness these exercises. They were creditable, and gave much satisfaction.

### PROGRAMME.

OVERTURE,—“Festival,” - - - - - *Lalam*

ENTRANCE OF GRADUATING CLASS, AT 8 o'CLOCK.

PRAYER.

ESSAY,—“American Women,” - - - - -

ANNIE MAY YOUNG.

PART SONG,—“Merry June,” - - - - -

BY THE CLASS.

Nettie A. Marlatt, *Accompanist*.

ESSAY,—“Art in the School-room,” - - - - -

(Examination Thesis in Drawing Department,)

ISABEL J. AITKEN.

PART SONG,—“After the Rain,” - - - - -

BY THE CLASS.

ESSAY,—“The Ideal Teacher,” - - - - -

(Thesis in the Practice Department,)

RACHEL FRIED.

MUSIC,—“Honor to the Ladies,” - - - - - *Fahrbach*

ORCHESTRA.

ESSAY,—“James Russell Lowell,” - - - - -

MARY ARRANDALE ANDREW.

TRIO,—“The Twilight Star,” - - - - -

BY THE CLASS.

-“School-room Decoration,” - - - - -  
 Examination Thesis in the Practice Department,) *Lecocq*  
 NELLIE L. SMALLEY.

JAMES M. GREEN, PH. D.,  
 Principal of the State Normal School.  
 -Selections from the Opera “The Oolah,” - *Lecocq*  
 ATION OF CLASS FOR GRADUATION, - - - - -  
 PRINCIPAL K. S. BLAKE, PH. D.

ING OF DIPLOMAS,  
 JAMES L. HAYS,  
 President of the Board of Education.

# ORCHESTRA.

## GRADUATES FOR 1892.

Aitken,	Minnie L. Lewis,
Albertson,	Nettie A. Marlatt,
randale Andrew,	Mona M. May,
. Badgley,	E. Louise Melick,
en Baker,	Theresa C. Navatier,
ayley,	Kate Nichols,
Bennett,	Margaret A. Nichols,
M. Burtchaell,	Bertha A. Redding,
: C. Delaney,	Abby Dean Reeve,
V. Dixon,	Annie C. Rudd,
Egner,	May I. Sherman,
te Forbes,	Nellie L. Smalley,
ried,	Susie H. Vieser,
R. Gaffy,	Josephine D. White,
Harlow,	Amelia A. Wilkins,
Hegeman,	Mabel A. Willoughby,
ny.	Flora York,
Hogan,	Annie May Young,
. Hunt,	Carrie May Welcher.

## SUMMER SCHOOLS.

These seem to have become a permanent part of the public school system of our city. They are very popular, and are welcomed most heartily by the parents of a large number of children, who cannot leave the city for recreation during the long vacation. The length of the session, and the somewhat special character of the daily exercises make the schools exceedingly attractive, as well as instructive to the children attending.

It is my opinion that these summer schools in our large cities is a solution of the problem what to do with the large numbers who are compelled, for various reasons, to remain in the city throughout the entire summer.

The prevention of wild roving habits in the streets, out from under the controlling influence of parents and teachers, is a matter of the most serious importance to society. I think it cannot be questioned that the bringing together some part of each day, thousands of these children who otherwise would be in the streets, and putting them under pleasant and restraining influences must result in great good.

The interest in this kind of school is wide spread, and numerous enquiries are received for information concerning their success in Newark. It appears our city stands almost alone in regard to this grade and character of work. As stated last year, it seems almost certain that schools of this kind will be, in a few years, organized in many of our large cities.

The recommendation of the Superintendent to transfer the school located in South street building to Oliver street, was carried out and proved a decided success, organizing and maintaining three large classes throughout the term.

School.	No. of Classes.	Number of Pupils Enrolled.			Average Attendance.
		Male.	Female.	Total.	
Newton Street.....	7	249	210	459	240
South Tenth Street..	7	213	179	392	246
Wickliffe Street.....	4	108	92	200	117
Webster Street.....	4	133	118	251	149
Oliver Street.....	3	79	112	191	120
Hamburg Place.....	7	197	225	422	279
Morton Street.....	14	449	356	805	456
Total .....	46	1,428	1,292	2,720	1,607

The following exhibits the various ages of the children attending :

School.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	Over 15
Newton Street.....	103	95	99	78	53	26	4	1	..
South Tenth Street.	99	82	71	53	44	28	12	3	..
Wickliffe Street....	44	31	30	38	22	19	11	4	1
Webster Street....	51	50	56	43	20	14	6	8	3
Oliver Street.....	31	34	42	36	17	22	9	..	..
Hamburg Place....	122	88	67	67	42	29	4	3	..
Morton Street.....	173	158	178	120	79	60	29	4	4
Total.....	623	538	543	435	277	198	75	23	8

The following shows what schools the pupils attended before entering the summer schools:

School.	Public School.	Private School.	No. School.
Newton Street.....	369	73	17
South Tenth Street.....	324	50	18
Wickliffe Street.....	141	56	3
Webster Street.....	178	73	..
Oliver Street.....	152	26	13
Hamburg Place.....	383	36	3
Morton Street .....	704	81	20
Total.....	2,251	395	74

Reference to the above shows that the larger proportion of the pupils in attendance came from the public schools. Three hundred and ninety-five came from private schools, and 74 had attended no school.

The increase over 1891 is in the registry 239; in the average attendance, 130. These facts tell their own story.

### EVENING SCHOOLS.

The following statistical tables are submitted. They show the condition of the schools as to registry, attendance, etc.

The number of pupils registered, 3,214; males, 2,470; females, 744. An increase of 339 over last year.

Number of teachers employed in the evening schools 73; males, 33; females, 40. An increase of 10 over last year.

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1892:

School	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Advanced Evening..	128	79	61	77.2	5 mos.
Lafayette Street....	558	342	240	70.1	5 mos.
Newton Street.....	443	270	221	81.8	5 mos.
Webster Street.....	327	204	150	73.5	5 mos.
South Market Street,	396	267	186	69.6	5 mos.
Morton Street,.....	672	375	265	70.6	5 mos.
Eighteenth Avenue.	362	232	171	73.7	5 mos.
Central Avenue....	328	182	143	78.5	5 mos.
Total.....	3,214	1,951	1,437	73.6	5 mos.

The average nightly membership in each school for each month is shown in the following table:



School.	Oct.	Nov.	Dec.	Jan.	Feb.	Ave.
Advanced Evening.....	117	82	73	70	53	79
Lafayette Street.....	473	386	359	268	223	342
Newton Street.....	387	285	245	233	198	270
Webster Street.....	294	215	191	174	147	204
South Market Street...	351	298	263	219	203	267
Morton Street.....	604	467	345	255	205	375
Eighteenth Avenue.....	313	261	236	193	158	232
Central Avenue.....	284	226	152	135	115	182
Total.....	2,823	2,220	1,864	1,547	1,302	1,951

The above table, showing the nightly membership of each school for each of the five months of the term, presents the condition as to attendance in a very convenient form for reference and study. The gradual decrease from the opening of the term to the close is seen from month to month.

The matter of sustained attendance is all important, and how to secure it should receive our best consideration and irregular attendance removed if possible.

The evening schools have many difficulties to contend with that the day schools do not suffer from seriously. Chief among these is irregular attendance. The complaint concerning this evil is general, coming from all cities having evening schools. Almost at the beginning of the term the attendance begins to fall off. If this could be corrected, it would be a great gain to the value and efficiency of the evening school, an institution largely depended upon to educate the large and constantly increasing adult foreign population that is coming among us. These schools have a great work to do in reaching this foreign element, now so large and so rapidly growing. This makes it all the more necessary that they should be well managed, thoroughly organized in every respect, and specially strong

in the teaching force. There should be no place here for those who desire to earn a little money by working a little overtime. The very best teaching experience that can be secured should be placed in these schools. We have some notable examples demonstrating what can be done by this kind of teaching talent in stimulating, interesting and retaining large classes through the term.

The most effectual means known to secure punctual and regular attendance, is the punctual, regular, enthusiastic, and every way competent teacher. This necessity met, all other things will be forthcoming in due time.

The subject matter of the course of instruction for these schools is of the greatest importance. In connection with the ordinary branches, as reading, arithmetic, writing, some geography and language instruction, a line of work or exercises closely related to the business and industrial interests, and the duties of citizenship should be presented here at stated times.

This kind of instruction presupposes that the teacher of these classes is posted as to what is going on around him, in the common every day experience of life—the current events of every day, as set forth in the many lines of the world's activities. Such a man or woman will secure and hold the attendance and attention of any evening school class every evening in the week. I know it is not easy to find such teachers, but let us set up the standard and seek to reach it.

These miscellaneous exercises should occasionally be open to the public by special invitation. The object and the result of this would be to interest the public, and thereby awaken a deep and more general interest in these schools and the work done in them.

The steady strain, five nights in a week, of lesson

study and recitation after the hours of daily labor in the shop, factory, home, etc., given by almost all the pupils attending these classes, is pretty severe, and a little let up is very acceptable. This line of work contemplated in connection with these miscellaneous exercises will in a measure, at least, meet this need, and at the same time they recreate, they will impart interest and useful information. I also think that some musical exercises and instruction could be introduced occasionally with much profit to the pupils and the substantial interests of the school. This is a suggestion for consideration.

The opening of the schools for the term 1892 and 1893 last October, was somewhat seriously interfered with by the very rigid enforcement of the rule for vaccination. The small pox outbreak had aroused public sentiment and the Board of Education to the importance of exercising vigilance and promptly using effectual measures to prevent the spread of this loathsome and much dreaded disease, one of the most contagious known.

The principals of all the schools, day and evening, were directed to enforce the vaccination rule and admit no pupil into the schools without a certificate from a physician, or a certification of the principal of previous vaccination or attack of small pox.

The result of this rigid enforcement was that large numbers, especially of the older applicants, who did not present certificates as required, were not admitted, and failing to obtain them were lost to the registry of the schools. In some cases not more than one-half of those who applied were finally received into the school.

While the purpose of the rule is all right and should be carried out, the method of doing it needs some

modification. This, indeed, was done by the committee in providing a physician to visit each school, make the necessary inspection and grant the certificate. While this helped in a large number of instances, it came a little too late, and many failed to enter the schools.

In consequence of this decrease in the registry the classes have been smaller in size than usual, and some twenty classes have been consolidated with other classes and, consequently, that number of teachers withdrawn from service in these schools.

This difficulty will not be likely to occur again, as the committee is now able to deal with it successfully.

The Advanced Evening School has undoubtedly taken its place as a permanent part of the Evening School Department of our city. The interest in it by the students is deeper and stronger than at any time since its organization. It will, in due time, exercise much the same influence upon the district evening schools that the High School does upon the grammar and primary schools.

The course of instruction best adapted to the substantial interests of this institution is now pretty well ascertained by actual use in the school. The teachers, all of them, have been earnest and successful in their efforts to establish the school upon a substantial practical basis.

#### EVENING DRAWING SCHOOL.

The development and growth of this important school have been almost phenomenal. From a very small beginning in one small class room in Commerce Street building, some dozen years ago, it now has an enrollment of over 600, divided into ten divisions or classes, viz.: Three in the Mechanical department;

in the Architectural, and four in the Free Hand, which includes cast drawing and designing.

Clay modeling should be introduced here as soon as possible. It is now demanded as a necessary part of a complete course.

The school has promptly outgrown all its accommodations heretofore. First, Commerce Street rooms,

Upper Library Hall, then two floors over the Merchants' Banking Co., on Market street. At the opening of the term, October last, it moved into a new building on Washington street and the canal, a building constructed on purpose for it from plans furnished by the architect, Mr. Carl F. Rehmann. It contains four stories, all fitted in good shape and furnished to suit the requirements of the different departments of work carried on in the school.

Since the opening of the school last October, for the first time since its organization, ladies were admitted. A class of over forty was formed and thus far has done good work. Objections on moral grounds, urged heretofore to the admission of females, have not been repeated. There is no reason why females should not have the same opportunities that males have. These are engaged in our manufacturing establishments.

The following are the statistical details for the year ending April 1, 1892:

Number of pupils enrolled in each department:

Mechanical Drawing.....	142
Architectural Drawing.....	139
Freehand Drawing.....	390
Total.....	671

## Average enrollment for each month:

		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class	I....	20	20	19	18	17	16	18
Mechanical	" II...	28	28	26	26	20	14	24
Mechanical	" III..	42	42	44	43	30	34	39
Architectural	" I....	10	8	6	7	7	6	7
Architectural	" II...	26	22	17	16	19	19	20
Architectural	" III..	38	40	38	32	30	29	35
Freehand	" I....	24	20	20	22	18	16	20
Freehand	" II..	23	19	19	18	17	15	18
Freehand	" III..	74	68	74	74	64	54	68
Freehand	" IV..	122	94	77	67	61	52	79
Total .....		407	361	340	323	283	255	328

## Average attendance for each month:

		Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class	I.....	18	16	14	15	14	16	16
Mechanical	" II....	25	22	22	16	15	13	19
Mechanical	" III....	39	37	35	29	25	28	32
Architectural	" I.....	8	5	5	6	6	6	6
Architectural	" II....	23	17	14	12	15	16	16
Architectural	" III....	33	34	32	26	25	25	29
Freehand	" I.....	21	18	15	17	14	14	17
Freehand	" II....	22	14	14	14	14	14	15
Freehand	" III....	61	54	56	58	49	44	54
Freehand	" IV ...	108	81	58	53	51	42	65
Total .....		358	298	265	246	228	218	269

## GRADUATES OF 1891-'92.

## MECHANICAL CLASS.

Frederick W. Baumbusch,	George W. Jackson,
Richard Clark,	Henry Klee,
William A. Cunliffe,	Frederick W. Lambert,
Edward Duermer,	Herman Langammer,

Sydney Moores.  
 Louis H. Nealy.  
 Anton Ochs,  
 Frank P. Oesle,

Charles Ohl.  
 George Pfuelb.  
 Adam Sauer.  
 John E. Torrance.

#### ARCHITECTURAL CLASS.

Jacob Kreutler.  
 Matthew Layer.  
 Joseph Morrissey.

George Mossbacher.  
 Adolph Sieder.

### HEALTH RECORD OF TEACHERS AND PUPILS.

The following table shows, in a condensed form, the deaths among teachers and pupils, and the general health of teachers and pupils.

By an examination of this record it will be seen that but two deaths occurred among the teachers, and that the general health of the teachers was good during the year. It also shows that ninety-five deaths occurred among the pupils, and that the general health of the pupils was not as good as in past years. The number of deaths was greater than in any previous year. This was caused by an unusual prevalence of contagious diseases.

Since the opening of the present school year, last September, the general health throughout the schools has been good among both teachers and pupils.

The physical culture instruction, under the supervision of Mr. Lory Prentiss, is making commendable progress. The attendance of the Normal pupils at the gymnasium is very general, and the classes are interested in the work and are doing good work.

In a short time a sufficient number of teachers will be so well trained in this work that it can be syste-

matically and thoroughly introduced into every class in our schools. I am satisfied that from twenty to twenty-five minutes should be given to this body training every day. The remaining time for intellectual training will yield a larger result in consequence thereof.

Every school should have a gymnasium well fitted up for this work, and all pupils should be as regularly trained in physical work as in the other subjects of the school course.

SCHOOL.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Normal and Training.....	..	3	G.	G.
High.....	..	..	G.	G.
High Annex.....	..	..	G.	G.
Burnet Street.....	..	10	F.	F.
State Street....	..	7	G.	G.
James Street.....	..	..	E.	E.
Washington Street.....	..	..	G.	F.
Marshall Street.....	..	..	G.	F.
Lawrence Street.....	..	..	E.	E.
Commerce Street.....	..	..	E.	E.
Colored.....	..	..	G.	G.
Lafayette Street.....	..	1	G.	G.
Newton Street.....	1	..	V. G.	V. G.
South Tenth Street.....	..	4	E.	E.
Camden Street.....	..	6	G.	F.
Thirteenth Avenue.....	..	..	V. G.	V. G.
Wickliffe Street Annex.....	..	..	V. G.	V. G.
Wickliffe Street.....	..	2	G.	P.
Summer Avenue.....	..	1	E.	G.
Webster Street.....	..	2	G.	G.
Franklin.....	..	..	G.	G.
Bloomfield Avenue.....	..	..	G.	G.
Elliot Street.....	..	2	F.	G.
Chestnut Street.....	..	2	G.	G.
Oliver Street.....	..	7	G.	F.
South Street.....	..	6	G.	F.



	Dentals.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
et.....	..	3	G.	P.
rect.....	..	..	G.	G.
th Street.....	..	2	G.	G.
venue.....	..	2	G.	G.
nth Street.....	..	3	E.	G.
et Street.....	..	10	F.	F.
Place.....	..	3	G.	G.
rect.....	..	4	V. G.	F.
et.....	..	..	G.	G.
ect.....	1	3	V. G.	V. G.
Avenue.....	..	2	G.	G.
Street.....	..	7	G.	G.
et.....	..	1	G.	F.
Avenue.....	..	..	G.	F.
venue.....	..	2	G.	P.
et.....	..	..	G.	P.
.....	2	95	3 F.	4 P.
			28 G.	10 F.
			5 V. G.	20 G.
			6 E.	4 V. G.
				4 E.

Poor; F., Fair; G., Good; V. G., Very Good; E., Excellent.

## LIBRARIES.

relation of the library to the school is very influence is very great and rapidly increasing. The methods of instruction are changing in all subjects taught in consequence of the new methods that are finding their way into our schools.

This is especially true and marked in his- eographical and literature studies. The pupils are encouraged and required to investigate and conduct a research by consulting and comparing the work of authors. This is one of the most valuable attainments the student can possess.

The Free Library is very largely used by the teachers and pupils of the public schools and with much advantage. This aid is becoming more and more valuable.

Some little time ago, in connection with the Superintendent, the Librarian addressed a communication to the principals inquiring as to the extent and kind of use made of the books by the teachers and pupils in their schools. The returns almost without exception show commendable results.

The following table exhibits the financial condition and the number of volumes in each library.

The growth, while not specially rapid, is steady; 769 volumes were purchased during the year. The schools are prompt in raising money for the purchase of books to supplement the appropriation by the State.

I would urge the principals and teachers to watch the extension and use of the library with zealous care. The character of the books and the manner in which they are used, both by teacher and pupil, are of vital importance.

SCHOOL.	Amount		No. of Volumes		
	Received from the State.	Purchased	During	Previously	On
	During the Year.	Previously Received.	the Year.	Purchased	Hand.
Normal and Training . . . . .		\$60 00	92	501	593
High . . . . .		100 00	123	2,155	2,278
Burnet Street . . . . .	\$10 00	70 00	84	644	728
Washington Street . . . . .		30 00	31	502	533
Marshall Street . . . . .		30 00	2	21	23
Lawrence Street . . . . .	10 00	60 00	...	326	326
Commerce Street . . . . .		60 00	...	50	50
Lafayette Street . . . . .		40 00	...	376	350
Newton Street . . . . .	10 00	50 00	28	477	505
South Tenth Street . . . . .		30 00	...	68	65
Camden Street . . . . .	10 00	50 00	65	406	400
Warren Street . . . . .		40 00	...	116	123

SCHOOL.	Amount Received from the State.		No. of Volumes.		
	During the Year.	Previously Received.	Purchased during the Year.	Previously Purchased.	On Hand.
Summer Ave....	.....	\$50 00	21	787	749
Webster St.....	\$10 00	110 00	46	470	516
Franklin.....	20 00	.....	161	...	161
Elliot St.....	.....	...	...	...	67
Chestnut St.....	.....	60 00	...	582	582
Oliver St.....	.....	90 00	25	910	935
South St.....	.....	40 00	...	148	148
Walnut St.....	10 00	80 00	5	325	330
South Eighth St..	10 00	70 00	47	277	322
Roseville Ave...	.....	20 00	6	6	13
South Market St.	.....	20 00	...	222	216
Hamburg Place.	10 00	50 00	47	237	254
Clover St.....	.....	.....	...	...	79
Morton St.....	.....	70 00	...	951	877
Eighteenth Ave..	10 00	110 00	75	517	432
Monmouth St..	.....	20 00	...	50	50
Miller St.....	.....	70 00	31	361	209
Central Ave.....	10 00	110 00	28	434	461
Total.....	\$120 00	\$1,590 00	917	11,919	12,375

In addition to the foregoing, the following schools, which have since been abolished, have received money from the State: Summer Avenue Annex School, \$30; Thomas Street School, \$40; Houston Street School, \$30; Eighteenth Avenue Annex School, \$20. Total, \$120.

The books purchased with this money have been transferred to other schools.

## TRUANCY AND IRREGULAR ATTENDANCE.

In discussing the matter under the head of compul-

sory education, in the annual report for 1891, I used these words:

"Truancy and all forms of irregular attendance are growing and troublesome evils in all large and growing cities. It requires constant vigilance and great stringency to remove or prevent them. The truant law is designed to assist in doing this work."

The practical non-enforcement of the compulsory school law makes it very difficult to reach many of these cases with the means now in the hands of the Board of Education.

I think this whole matter, so far as truancy and non-attendance are concerned, should be placed under the control of the Board of Education, who should employ one or more men to promptly take care of all cases needing attention.

This, of course, will require a suitable sum of money to carry it out.

I would again recommend that a sufficient sum of money be asked for to enable the Board to enforce this law.

I would repeat the suggestion made last year that the schools be divided into four groups of from eight to twelve schools each, and to each group assign an officer, he to take charge of two evening schools, also.

Truancy and irregular attendance are more prevalent in the evening schools than in the day schools.

I am more than ever satisfied that we need some provision here in our city for the special care and training of these truants and street wanderers.

I have recommended, several times, that an ungraded school for this purpose be established at some central point, and placed under the care of a teacher or teachers specially qualified for such work.

There are two plans that may be considered in connection with this matter.

1st. The plan just suggested, of a central school.

2d. The establishment of a class for this purpose, say in three of the schools in the city. These to be located where most convenient.

Each plan has advantages peculiar to itself. The central school can be more thoroughly organized and supervised by teachers and officers. The schools or classes in different parts of the city will be more accessible to those who may attend them, and probably would be less open to objection on account of their special reformatory character. Some arrangement of this kind should be made.

This in no way would relieve the principals or teachers from responsibility and duty. In fact, by holding each school strictly responsible for truancy and irregular attendance the teachers will be made to feel, all the more, the necessity of greater vigilance and effort.

#### THE SCHOOL EXHIBIT FOR THE WORLD'S COLUMBIAN EXPOSITION.

The State Board of Education of New Jersey appointed a committee to arrange for and superintend the preparation of a State school exhibit for the World's Columbian Exposition, which will open May, 1893, in Chicago.

The State Superintendent, as chairman of this committee, called the committee together, and arrangements were at once made to organize and prepare a plan for the purpose of securing a creditable exhibit from New Jersey.

The State Superintendent directed the city and county superintendents to direct and supervise the preparation of the work in their respective counties and cities.

In our city the matter was presented to the Board of Education, which authorized the Committee on Text Books and Examinations to furnish the necessary material for the class exhibition work.

The Superintendent appointed a committee of conference to assist in planning, collecting and selecting the specimens for transmission to the exposition.

The subjects were so assigned and distributed in each school, that while each class was not called upon for more than two subjects, the whole course was covered by the school.

All the pupils in each class took the exercise given, and four of the best papers or specimens were selected for the exhibit. This arrangement interested every class, and placed all the pupils in healthy competition.

The principals, teachers and pupils took up the work with much spirit and zeal.

The result of this throughout the city was that over two thousand specimens of work, covering all the subjects in the school course, were forwarded to the Superintendent's office, where they were critically examined by the committee selected for that purpose by the Superintendent.

These were examined by a number of the teachers and others and highly commended.

The work in drawing and form study under the special direction of the drawing teacher, Miss Sarah A. Fawcett, was also carried forward in the same energetic way, the result being very satisfactory.

The Superintendent directed that all the work not forwarded to the Superintendent's office should be

carefully filed away, subject to future direction, if it should be thought best to have a city exhibit near the close of the year.

It is the opinion of all who have inspected this work that Newark schools have no reason for discouragement or to feel at all dissatisfied with their exhibit for the World's Columbian Exposition.

### MUSIC.

This subject does not and has not received the consideration and place in the instruction in our schools that its value as an educational force demands.

Its importance in a course of instruction in a system of schools is not, as a rule, very well appreciated. I shall not undertake, for want of time and space, to discuss it as an educational factor. Among intelligent school men music, as an educational force in our public school course and as an efficient means of æsthetical culture, is fully accepted. Others, however, cannot or do not see in this subject much practical utility in the common school training. The feeling in the Committees on Teachers and Text Books and Examinations is decidedly in favor of placing music in the curriculum and instruction in the class on a par with the others.

But little in the way of teaching music as a science and an art has been done in past years, although a great deal of song singing has been done in most of the schools. I think it is not too much to say that the song singing is better done now than ever before. In some few classes fortunate enough to have teachers who have received a musical education and training, the subject has been well taught and the classes have made some progress, at least in reading music at sight.

What is done in these few classes should be done in all.

For several years a teacher had a very general charge of music in the High School, giving one singing exercise per week in each of the departments. While this accomplished all that could be expected under the circumstances, it did not and could not give very satisfactory returns. Much better instruction was given in the Normal department of the Normal and Training School. Regular class instruction was given here with fair results. The teachers going out from the Normal School have carried with them some musical training.

What is needed now is a competent musical director to take charge as a special teacher of the musical instruction of the teachers and schools of the city. With the assistance of this director the subject should be thoroughly reconstructed and placed upon a sound teaching basis. All the classes should then be placed as soon as possible under systematic instruction in music.

Of course the subject, in the main, must be taught by the class teacher. To make this possible and successful, all the teachers should at stated times be instructed and trained in music. This, in connection with the teaching in the Normal School, will soon place the teaching of music in the schools in a prosperous condition.

A joint meeting of the Committees on Teachers and Course of Study and Examinations was held, and the subject was considered, and the Joint Committee passed a resolution instructing the Superintendent to appoint a committee of lady class teachers to consider, with the Superintendent, the subject, and mature and report a plan for teaching music in the classes of our schools.



This committee was appointed and held a number of meetings with the Superintendent, and plans were outlined and matured and embodied in a report to the Joint Committee. 1st. Recommending that music be scientifically and systematically taught in all the classes in the schools. 2d. That the first three years in primary course the Tonic Sol Fa system be used preparatory to staff notation instruction. 3d. That a musical director be appointed, with at least one assistant, to direct and supervise the musical instruction of the schools.

The report was accepted and the recommendations concurred in, and the appointment of a director referred to Teachers' Committee, and the reconstruction of the musical course to the Text Book and Course of Study Committee.

The subject is now in the hands of these committees awaiting their action.

When the plan outlined in the foregoing is put in practical operation the music teaching in our schools will begin satisfactory work, with some promise of results.

## DRAWING.

The progress of our schools in this subject is attracting marked attention from other cities and art teachers. The systematic and progressive manner in which the work is carried forward is commendable and has its influence on the other work in the schools.

Occasionally we hear some complaints about the severe strain and labor it imposes upon the teacher. This will be guarded against; the teachers' burdens are heavy enough without unnecessarily weighting them. We find, almost without exception, that when

the teacher becomes thoroughly familiar with the exercises connected with the drawing instruction, the difficulties that at first seem almost insurmountable fade away.

The introduction of the new drawing books, changing the presentation, character and plan of the drawing exercises or lessons, has undoubtedly increased the difficulties of the teacher somewhat. A reasonable time will remove all that.

The drawing teacher has met, during the year, with the teachers in the different grades a number of times and carefully explained the plan and purpose of the lessons and exercises, and has presented and illustrated the methods of giving the lessons.

The success thus far with the new books is encouraging, and we look forward to most satisfactory results in this department of our school course.

I would remind all that no real excellence can be attained without severe and persistent labor.

The practical application of drawing to the development and illustration of all other subjects is most aptly and pleasingly brought out in the work done for the Columbian exhibit. It shines forth on every page and in almost every line. Drawing is one of the most apt and effective methods of expression.

I would here recommend that an exhibit of the drawing and all the work done in the schools be made some time near the close of the year, or soon after the opening of the next year. The beneficial influence of the exhibit in drawing and writing, given some few years ago, was felt for a long time.

#### COURSE OF STUDY.

Under the head of the Extension of the Course of

Study in the primary and grammar schools I discussed, at some length, last year, the propriety and the advantage to the pupils and our system of schools, of the extension, by some modifications of the course, for these schools.

The revision or modification of a course of study is no easy matter. There are some who seem to think that a course of study is a thing not to be changed. I think an unchangeable course would mean no advancement. Conditions, circumstances and requirements change; so should the course of study when the true interest and progress of the school require it.

No course is or can be above criticism. Progress means change. What is satisfactory to-day may not be to-morrow, for the simple reason that the demands of the morrow may be different from those of to-day. This seems to be our case now. The requirements that were considered satisfactory some few years ago are not so now, for the simple reason the system has extended, the schools have grown in numbers and strength, the gradation is closer and more effective, and let us hope the methods of instruction are better adapted to the young mind, and therefore we can and should do more and better work.

There is no reason why the ground now practically covered the first year in the High School, should not be as well, perhaps better covered in the senior grade of the grammar school.

Since making the recommendations concerning the extension of the primary and grammar school course in last year's report, I have still further investigated this matter by examining the work done in the grades, and many interviews with principals, teachers and superintendents from several large cities where this same

line of work has been under consideration, and in actual operation for some time.

My convictions are stronger than ever, that the recommendations urged in last report touching this matter should be at once considered, and immediate steps taken to introduce them.

I am glad to state that at a recent meeting of the Board a resolution looking towards the accomplishment of this result was introduced, and referred to the Committee on Course of Study, who now have it under consideration.

Of course the change should be a gradual one—step by step—until the grade aimed at is reached.

### TEACHING GEOGRAPHY.

This is an old time subject in our school curriculum. We have all taken our training in geography. The geography class was and is a necessity. The daily lesson in this subject comes in regular order almost from the day the child enters school until he leaves it. Yet it is surprising and disappointing to realize the fact that very little practical geographical knowledge is acquired by the pupil.

Naturally the inquiry comes, why is this? A subject that runs the gauntlet of the entire school course, should leave some substantial results behind it. I am happy to say that we have some very gratifying exceptions to this general desert of results. There are teachers and classes that are making commendable progress in this work. They are discovering the reasons for so much failure here.

I do not wish to discuss this topic here any further than to direct the attention of the principals and the

teachers to the fact of the small results and the principal reasons therefor.

In comparing the plan and method of instruction of the two classes of teachers we find that the one depends upon, and uses almost altogether the memoriter verbal descriptive method. Lessons are assigned, consisting of so many pages or paragraphs or questions to be learned, that is memorized and recited to the teacher. This constitutes the great body of geographical instruction given by the teacher and received by the pupil. This continues through the pupil's whole school course. All the knowledge of geography he carries with him when he leaves school are the few isolated facts or verbal statements that his verbal memory may hold.

A moment's thought reveals this, that his observation powers have not been called into action, his imagination has not been appealed to by comparing what he has observed or seen with what he verbally describes. His power to relate effects, as seen and noted to their causes, has not been thought of, much less called into action. Is it at all strange that the pupil's interest in this subject is at a very low level, and that the results are so discouraging?

A glance at the other class of teachers, noted above as exceptions, we discover that the plan, purpose and method are widely different, in fact, of a directly opposite character.

1st. The plan is to present and teach geographical knowledge through the action of the proper faculties of the mind.

2d. Geography is a means and not an end. Its whole value consists in its influence upon the mind of the pupil. It is true that such action of the mind always leaves true knowledge behind it. This is the natural result and cannot be prevented.

3d. The recognition of the fact that geography is largely an observational study, and that those methods, means and appliances, that bring into action these powers, will give the most satisfactory results.

4th. The large and constant use of the graphic art: That is maps, charts, diagrams, pictures and contour and relief forms. These command the attention and appeal directly to the constructive imagination of the child. He is enabled to see, mentally, what he describes orally. Not all teachers, I fear, comprehend the difference between seeing mentally and describing what is seen, and remembering what is verbally stated, and telling what is simply remembered.

The true relation of map drawing to geographical teaching is not well understood by many teachers. There are two phases of map drawing which should be carefully distinguished by the teacher.

1st. Map drawing as a means of teaching geography. Here the map, or sketch, or partial outline is for the purpose only of presenting to the mind of the pupil the geographical ideas the teacher wishes to teach. While this should be skilfully and neatly done it is in no sense to be considered as a work of art, and therefore an end in itself. When it has served its purpose it is removed.

2d. The artistic drawing of the map, to an accurate scale and with a high degree of finish. It is easy to see that both of these exercises have their place and value.

I have watched with increasing interest those schools and classes where the subject is presented and taught as a means and not an end in itself.

I would urge principals and teachers to examine with critical accuracy the purpose, plan, methods and graphic appliances they are using in teaching this important and delightful subject.

I would add just here that some of the most effective teaching of geography I have seen has been in connection with history teaching. The pupil realizes the value and use of geographical knowledge as applied here as he cannot elsewhere. In all subjects where place is a matter of importance geography becomes an invaluable servant, and should always be required to do good service.

### READING.

This, in methods of presenting and teaching and in subject matter taught and read, is undergoing a very great change, I think, for the better. This gratifying improvement was initiated and is now carried forward under the better conception of reading as an educational factor as well as result.

The first step was the introduction of the supplementary reading books. This reading matter has awakened in the pupils—large numbers of them—a desire to read; a taste for literature of the very best kind. The reading lesson is a delight rather than a monotonous listless exercise. This, of course, applies mostly to the higher grades, which are able to understand and appreciate, though some of the older pupils in the primary classes are beginning to read these books with much interest and improvement.

I would caution the teachers, however, not to abandon the regular class reading book, and the drill work in oral, and expressive reading. This is a great accomplishment, really a fine art, and should not be neglected and lost under the fascination of these beautiful stories, myths, legends, historical romances, information and science reading. This need not happen, as the training of the elocutionary and expressive powers.

can be had in the reading of the supplementary matter as well as the selected matter found in the ordinary class reader.

The art of reading is a great art, and should be taught as such. Every child should leave his school course able to read well, both orally and silently, and with a taste for good literature.

The art of silent reading should be taught as thoroughly as oral reading. Both are of great value: one for information and knowledge mainly, the other for expression.

Without the power to instantly recognize and express the thought found on the printed or written page, the pupil cannot make intelligent progress in his educational course. If the teachers fully recognize the absolute necessity of this, and will base their methods and instruction upon this necessity, and persist in their efforts, they will succeed.

The young pupils, in their struggles in mastering the art of reading should be required to read a number of readers of about the same grade of difficulty before advancing to harder reading. The advantage of this is evident. The pupil is brought into contact by frequent use of a constantly increasing number of words within the range of his vocabulary and thought, and yet under different constructions and combinations. This is the most effectual means I know of to teach the meaning of words through their use. This course persistently followed will surely make good readers.

The early language lessons may be easily and delightfully carried forward with these reading exercises. In fact reading is an important phase of all true language teaching.

At the very beginning of these lessons the spelling—that is the representation by the right letters—of all



the words used in the written exercises should be rigidly insisted upon. No pupil should be permitted to leave a word used in his written work until he can spell it; correct spelling should become a habit and not left to accident or uncertainty. If this course is realized in its full force and lived up to by the teacher, good spelling will become the rule and poor spelling the exception.

### LANGUAGE TEACHING.

The best evidence I know of the number and character of the ideas and thoughts of a person is found in the language he uses. The key to all the work done for and by the pupil is the language work. It transcends all other subjects as educational means in its power upon the mind. It is the instrument of the mind. All other subjects, as objects of thought, depend upon it. All must stand in reverence before it.

Much time and considerable experimenting have been expended upon language teaching without reaching as yet very satisfactory results. There seems to be a lack of systematic, well defined purpose, with simple, direct, well applied methods to reach that purpose.

What is the trouble? There is, doubtless, a number of reasons why better progress is not made. What are the leading faults in our teaching of language? Superintendent Gregory, of Trenton, says the faults in teaching language in Trenton are, viz.: "Failure to train the observation; deficiency in oral work; isolation of the language teaching, *i. e.*, failure to co-ordinate it with the other subjects, and lack of systematic purpose." These are undoubtedly faults more or less general in language teaching in all schools.

The power to use our mother tongue with ease and elegance, is no easy attainment, and cannot be fully accomplished during the early years of child life. It is a product of slow growth, requiring time and considerable maturity, with much practice under intelligent instruction. If this be well done the language of the child forms the basis for the language of the man. This attainment of good, vigorous English must be reached incidentally in a somewhat round about way, by easy steps. It cannot be done by one, or even a number of great efforts. Every step, however, should look towards the end sought, and lead directly to it.

The child's first knowledge of language is acquired through the ear by talking in imitation of what he hears. If he hears nothing but good language he will use only good language. I have in mind just now a little girl who is remarkable for her use of fine language, seemingly far above her years and maturity. The secret of it is, she, in her home life, has never heard anything but good language.

The child learns to talk well by and through conversation. This part of the teacher's work is of great importance, for the conversation lessons are a great aid in leading the child to an easy, ready and discriminating use of words. It is here that he gradually comes to know the different shades of meaning in the words. This is well illustrated by the foreigner who has learned the English from the dictionary and by writing and translating. His often comical mistakes in the use of words are well known to us all. This arises from his deficient conversational practice. My point here is to impress upon the teacher the great aid that may be derived from this practice in teaching the meaning of words through their use.

One of the best school exercises I know for this pur-

pose is to frequently require the pupil to relate or tell in a conversational manner (be careful to avoid the stiff memoriter recitation style) in clear, simple language, incidents found in his own experience, or give descriptions of what he has seen or heard, or anything with which he is familiar. That this exercise may serve its purpose the pupil must have familiar knowledge of what he describes. Full knowledge is an essential to easy and accurate expression.

The reason so many of our language exercises fail to bring the expected and desired results is, the child is required to tell or describe what has been told him or that he has read instead of giving what he has learned through the exercise of his own powers of observation. In the one case he remembers and recites, in the other he tells what he feels and knows.

The teacher can satisfy herself by attempting the same exercise, viz.: give a description of what you have read and of what you have seen and appreciated.

Of course written exercises should early accompany the oral lessons. Oral language is a bird on the wing, and cannot always be held long enough for close examination. The written forms can be examined as often as need be. The pupil can soon be taught to discover his own errors and omissions, and correct them. This is of great value to the pupil educationally, and to the teacher in relieving her from much routine drudgery. The powers of observation of the child are wonderfully developed and trained by this practice of self criticism. Of course the teacher is the guiding spirit through it all.

The vocabulary of the pupil is of the greatest importance, and should receive the close attention of the teacher through the entire school course. The child does not learn his first words from the dictionary. Do

not understand me as underrating this essential book to every student. It should be within reach of every pupil, and at the proper stage in his course, he should be taught to use it skillfully and constantly. What I wish to direct attention to is the fact that the early vocabulary is obtained by seeing, hearing and using the words many times in their right relations. Here is the key to all true success in teaching the meaning of words. In many instances the dictionary definition only becomes clear when the words are placed in their right relations to other words.

In all language teaching, composition work, covering all forms of expression and descriptions, should accompany and form a prominent part of the training throughout the course.

Permit me, in closing this imperfect article, to caution the teachers not to undertake to remove all difficulties, correct all mistakes and shortcomings, or to expect to reach full success all at once. This cannot be done. If you undertake it, you will fail utterly and probably will give up in despair. Work well with good methods, patiently, and then wait for the harvest.

Remember that nothing is well and easily done until it becomes habitual by repetition and much practice.

### CONCLUSION.

In bringing this report to a close, I desire to say that while the schools suffered some serious interruptions, yet at the close of the year they showed a substantial increase in numbers, and commendable progress, and instead of discouragement we have much to encourage.

The Board, in caring for this most important department of the city, has been vigilant and active in the performance of duty.

I thank the teachers for their continued efforts with me in furtherance of the best interest of the schools.

Also the secretaries and clerks for their co-operation, and especially for the cordial and efficient assistance rendered in the Superintendent's Department during his long absence.

I desire to heartily thank the Board for the substantial manner in which it remembered me, and for the long leave of absence it cheerfully and unanimously gave to me.

Respectfully submitted,

WM. N. BARRINGER,

City Supt. of Public Schools.



PART III.

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APPENDIX.

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SCHOOL DIRECTORY.

BUILDINGS.

PLATE III

APPENDIX

OF THE

PLATE



# SCHOOL DIRECTORY.

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## BUILDINGS.

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### NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class Rooms, Eight.

Janitor, PATRICK ENNIS, 110 Warren street.

### HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Nineteen.

Janitor, RICHARD WHITE, 196 Plane street.

### HIGH SCHOOL ANNEX.

Location, 103 Washington street, near Bleecker.

Rented.

Opened, September 15th, 1888.

Class Rooms, six.

Janitor, MRS. JULIA BLAKE, 90 Shipman street.

### BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Sixteen.

Janitor, JOSEPH GLASS, 250 High street.

### STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

### WASHINGTON STREET.

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Class Rooms, Fourteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

### MARSHALL STREET.

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89.

Class Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.

## LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WILLIAM E. JACKSON, 25 Division place.

## COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Rooms, Six.

Janitor, SAMUEL R. CARR, 127½ Commerce street.

## COLORED.

Location, rear Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, SAMUEL R. CARR, 127½ Commerce street.

## LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863; 1870-71; 1881; 1884.

Class Rooms, Sixteen.

Janitor, PETER BIRCH, 78 Lafayette street.

### NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Seventeen.

Janitor, CHAS. F. CLARK, 498 South Eighteenth street.

### SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879; 1888-89.

Class Rooms, Fourteen.

Janitor, NICHOLAS MORGENSTERN, 509 South Tenth street.

### CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

### THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Enlarged, 1891-92.

Class Rooms, Sixteen.

Janitor, JOSEPH WINCKLHOFFER, 149 Thirteenth avenue.

## WARREN STREET.

Location, Warren street, between Wickliffe and Wilsey streets.

Erected, 1891-92.

Opened, September 12th, 1892.

Class Rooms, Eight.

Janitor, GARRET CONLON, 81 Wilsey street.

## WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened as a Primary School, September 1st, 1873.

Class Rooms, Six.

Janitor, ELIZABETH WALSH, rear of school.

## SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-1884.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

## WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class Rooms, Twelve.

Janitor, HUGH COYNE, 27 Seventh avenue.

## "FRANKLIN" SCHOOL.

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Class Rooms, Eight.

Janitor, GEORGE W. JANIFER, 190 Ridge street.

# BLOOMFIELD AVENUE SCHOOL.

Location, 178 Bloomfield avenue.

Rented.

Opened, September 14th, 1891.

Class Rooms, Two.

Janitor, FANNY MORRIS, 344 Broad street.

# ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected by Woodside Township.

[Woodside annexed April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890.

Class Rooms, Nine.

Janitor, MILES I. COEYMAN, 732 Summer avenue.

# CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, JACOB CONNOLLY, 21 Scott street.

# OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Class Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 128 Oliver street.

# SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JOHN BARRETT, 155 Tichenor street.

# WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, EDWARD DELANEY, 273 Walnut street.

# ANN STREET.

Location, Ann street, between New York avenue and Elm road.

Erected, 1891-92.

Opened, September 12th, 1892.

Class Rooms, Eight.

Janitor, THOMAS H. DILLON, 61 Napoleon street.

# SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Class Rooms, Twelve.

Janitor, ARTHUR MCLEAVEY, 249 South Tenth street.

# ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street.

### NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to its present location.

Opened, September 6th, 1874.

Class Rooms, Six.

Janitor, A. OTTMAN, 302 North Seventh street.

### SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

### HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86.

Class Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

### HAWKINS STREET.

Location, Hawkins street, near Ferry.

Erected, 1887-88.

Opened, January 3d, 1889.

Class Rooms, Eight.

Janitor, WM. BAUMGARTNER, 29 Brill street.

### MORTON STREET.

Location, Morton street, corner Broome.

Erected, 1851.

Opened, November 24th, 1851.

Enlarged, 1861; 1869; 1881.

Class Rooms, Twenty-one.

Janitor, JOHN F. PATZ, 219 West Kinney street.



# EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.

Erected, 1871.

Opened, September, 1871.

Class Rooms, Nineteen.

Janitor, JOSEPH MESMER, 81 Fairview avenue.

# MONMOUTH STREET.

Location, Monmouth street, between Spruce and Montgomery.

Erected, 1886-87.

Opened, May 2d, 1887.

Class Rooms, Sixteen.

Janitor, WILLIAM OVERGNE, 100 Waverly place.

# WAVERLY AVENUE.

Location, Waverly avenue, between Bergen and Kipp streets.

Erected, 1891-92.

Opened, October 20th, 1892.

Class Rooms, Eight.

Janitor, JOHN LIND, 118 Barclay street.

# MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fourteen.

Janitor, CHARLES GRIFFITHS, 29 Miller street.

# ELIZABETH AVENUE.

Location, Elizabeth avenue, between Stanton and Bigelow streets.

Erected by Clinton Township.

[Part Clinton Township annexed.]

Opened, September 1st, 1869.

Closed, June 1st, 1881.

Reopened, April 4th, 1892.

Class Rooms, Two.

Janitor, MRS. MARY WILDEMANN, 185 Pennsylvania avenue.

## CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class Rooms, Fourteen.

Janitor, THOMAS JOHNSON, 66 Newark street.

## LOCK STREET.

Location, Lock street, between Central and Sussex avenues.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, MARTIN MARONEY, 16 Lock street.

## INDUSTRIAL SCHOOLS.

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### JAMES STREET.

Location, No. 8 James street.

Class Rooms, Three.

Janitor, LOUIS V. HANKE, 15 James street.

### CLOVER STREET.

Location, Clover street, near Merchant.

Class Rooms, Two.

Janitor, JACOB RAISNER, 51 Clover street.

These buildings are owned by corporations, from whom the Board rents school rooms.



SCHOOL DIRECTORY.  
TEACHERS.



# SCHOOL DIRECTORY.

## TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
rson, Ella C.....	Lawrence Street P..	Assistant .....	310 Sixth ave.
is, Alvia C.....	South 8th Street G..	1st Assistant.	17 Gould ave.
is, Myra W.....	Webster Street P....	Assistant .....	144 1/2 Fourth ave.
l, Mary L.....	Hawkins Street P...	"	95 Emmet st.
, Ardelia H.....	High .....	1st Assistant.	56 Park pl.
, Jane E.....	Washington St. G....	V. Principal.	24 Franklin st.
, Cornelia L.....	Lawrence Street P..	Assistant .....	3 Eighth ave.
, Mrs. Mary M.....	13th Avenue P.....	"	122 Orchard st.
rson, Anna.....	Camden Street P....	"	111 Spruce st.
rson, Henry S.....	Lawrence Street G..	Principal .....	208 South Sixth st.
ew, Mary A.....	Burnet Street P.....	Assistant .....	19 Warren pl.
ony, Lizzie.....	Warren Street P.....	"	32 1/2 Webster st.
Natalie.....	High .....	3d Assistant..	56 Taylor st.
ckle, Jennie M.....	South Street P.....	Assistant .....	108 Bleecker st.
t, Elizabeth K.....	North 7th Street P..	"	105 North Seventh st.
mbach, Mary C.....	South 10th St P....	H'd Assistant	Vailsburg, N. J.
, Sarah A.....	Central Avenue G...	Assistant .....	122 Halsey st.
, Margaret.....	18th Avenue G.....	V. Principal.	102 Sherman ave.
, Margaret J.....	Newton Street G....	Assistant .....	204 Plane st.
vin, Anna A.....	Newton Street P....	"	27 Bathgate pl.
vin, E. Belle.....	Morton Street P.....	"	171 Fourth ave.
vin, Emma F.....	Hamburg Place G....	V. Principal.	23 Warwick st.
vin, Lucasta C.....	North 7th Street P..	Assistant .....	37 Myrtle ave.
vin, Mary A.....	Bloomfield Ave P....	"	28 Fulton st.
vin, M. Lillian.....	Chestnut Street G....	"	71 Pennsylvania ave.
Hattie E.....	18th Avenue P.....	"	109 Sherman ave.
ord, Charlotte R.....	Washington St. P....	"	63 Astor st.
tt, Edith C.....	Lawrence Street P..	"	32 Clay st.
r, Anna W.....	Webster Street P....	"	183 Mt. Prospect ave.
r, James M.....	Colored .....	Principal.....	15 Elm st.
, Della W.....	Lock Street P.....	Assistant .....	113 Plane st.
, Sarah E.....	Oliver Street G.....	1st Assistant.	23 Warwick st.
lsley, Emma E.....	Chestnut Street G....	1st Assistant.	158 Quitman st.
l, Mary E.....	South Street P.....	Assistant .....	37 Chestnut st.
er, Elizabeth H.....	Waverly Avenue P..	V. Principal.	Irvington, N. J.
er, Katherine F.....	Chestnut Street P....	Assistant .....	90 Clinton ave.
re, Annie L.....	Central Avenue P...	"	33 Morton st.
tt, Laura J.....	Burnet Street G.....	1st Assistant.	114 Orange st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.
Bensen, Carrie W.	South Market St. G.	1st Assistant
Berry, Arsenia	Monmouth Street P.	Assistant
Berry, Estelle V.	Miller Street G.	"
Betts, Margaret E.	Elliot Street P.	"
Beyer, Augusta M. H.	Oliver Street P.	"
Boulder, Marie C.	State Street P.	"
Bingham, Cora F.	Miller Street P.	"
Bingham, Lizzie M.	Wickliffe Street P.	"
Bird, Mary K.	Lafayette Street P.	"
Bossell, Wm. E.	Burnet Street G.	Principal
Blake, K. S.	Normal & Training.	"
Bogan, Margaret A.	Hawkins Street P.	Assistant
Bolton, Amy L.	Elliot Street P.	"
Boughner, Emily	South Market St. G.	"
Bowers, Ida	Monmouth Street P.	V. Principal
Brackin, M. Fannie	Webster Street P.	Assistant
Bradford, Mary A.	Elliot Street P.	"
Branum, Sarah N.	Chestnut Street G.	1st Assistant
Bristol, Kate I.	South 8th Street P.	Assistant
Brookfield, Eliza A.	State Street P.	Principal
Brookfield, Sarah A. B.	State Street P.	Assistant
Brown, M. Florence	Morton Street P.	"
Buchanan, Fannie I.	Lawrence Street G.	1st Assistant
Buehler, Annie J.	South Market St. P.	Assistant
Burges, Annie S.	North 7th Street P.	"
Burges, Edith	Camden Street P.	"
Burnett, Priscilla	13th Avenue P.	"
Burns, Mary C.	Lafayette Street P.	"
Burrill, Eva Egerton	Chestnut Street P.	"
Bush, Ida J.	Lock Street P.	"
Buttle, Irene M.	Lafayette Street P.	"
Buttner, Marie	High	Teacher in charge of German
Camden, Marian D.	Burnet Street P.	V. Principal
Canfield, Jennie B.	Central Avenue G.	1st Assistant
Carter, S. Fannie	Walnut Street P.	Principal
Cashion, Lilian L.	Morton Street P.	Assistant
Cation, Lizzie	Morton Street P.	"
Chedister, Louise	Morton Street P.	V. Principal
Christie, Emma C.	Lafayette Street G.	Assistant
Clark, Joseph	Lafayette Street G.	Principal
Clark, Laura A.	Miller Street P.	Assistant
Clark, Mabel I.	18th Avenue P.	"
Clark, Mary F.	Hamburg Place P.	"
Clark, Mildred L.	Chestnut Street P.	"

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Agnes B .....	Hamburg Place P...	V. Principal.	475 Clinton ave.
Harriet S. ....	Commerce Street P.	Assistant .....	7 West Park st.
Cornelia S. ....	Lawrence Street P.	"	46 Mt. Pleasant ave.
Essie D. ....	Newton Street G...	1st Assistant.	Nutley, N. J.
Essie L. ....	Webster Street P...	Assistant .....	46 Mt. Pleasant ave.
Ann, Mary A. ....	Washington St. G...	"	500 Washington st.
Thomas T. ....	North Seventh St. P.	Principal .....	23 Kearny st.
Anna G. ....	Newton Street G...	Assistant .....	119 Wickliffe st.
Margaret D. ....	Lawrence Street G.	"	45 Division pl.
Susie B. ....	State Street P.....	"	45 Division pl.
Laura .....	Central Avenue G...	"	69 Eighth ave.
Rebecca .....	South 10th Street P.	"	13 Elm st.
Gertie L. ....	Marshall Street P...	"	162 Garside st.
Mrs Catharine B. ....	James Street Ind...	Principal. ....	203 Plane st.
Katharine .....	Burnet Street P.....	Assistant .....	9 Fulton st.
Eliza A. ....	Summer Avenue P.	H'd Assistant	58 Mt. Pleasant ave.
Hannah M. ....	High .....	3d Assistant	58 Mt. Pleasant ave.
Trinette H. ....	Burnet Street P.....	Assistant .....	68 Burnet st.
B Flora, Ph M. ....	High .....	1st Assistant	464 Orange st.
H. Louise. ....	Camden Street P...	Assistant .....	95 W. Kinney st.
Helen S. ....	Washington St. P...	"	95 W. Kinney st.
Mrs. Georgia B. ....	Marshall Street P...	V. Principal.	17 Court st.
Esther J. ....	Burnet Street G.....	"	35 Burnet st.
Annie E. ....	Webster Street G....	"	34 Everg'n pl, E. O.
Clara I. ....	Miller Street P.....	Assistant .....	11 Parkhurst st.
Caroline R. ....	Monmouth Street P.	"	48 1/2 Walnut st.
Annie C. ....	Washington St. G...	"	28 Parkhurst st.
Margaret A. ....	Washington St. G...	1st Assistant.	28 Parkhurst st.
G. Julia .....	Morton Street G....	"	54 State st.
Hester B. ....	South 8th Street P...	Assistant .....	256 North Seventh st.
Margaretta. ....	Roseville Avenue P.	"	256 North Seventh st.
M. Ida. ....	Morton Street G....	V. Principal.	54 State st.
Jean A. ....	Camden Street P...	Assistant .....	66 Bloomfield ave.
Hortense. ....	South 8th Street G..	"	321 South Tenth st.
Margaret C. ....	Ann Street P .....	"	116 Bowery st.
Laura C. ....	Walnut Street P ....	"	17 Elm st.
Juliet .....	Franklin P .....	"	2 Wakeman ave.
Lurena .....	Newton Street P...	H'd Assistant	206 First st.
Laura F. ....	Colored .....	Assistant .....	275 Market st.
Mabel W. ....	13th Avenue P.....	"	491 High st.
Ruth C. ....	Burnet Street G.....	"	35 Burnet st.
Anna T. ....	Central Avenue G...	"	331 Seventh ave.
Mary M. ....	Burnet Street G.....	"	331 Seventh ave.
Eliza C. ....	Webster Street P....	"	44 Second ave.
Jessie K. ....	Washington St. G...	"	42 Second ave.
Elizabeth W. ....	Summer Avenue G...	1st Assistant.	208 South Sixth st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Dougall, Mary A.....	South 8th Street G...	V. Principal.	208 South Sixth st
Dougall, Wm. A., A. M.....	South 10th Street P.	Principal.....	213 South Sixth st.
Dougherty, Henry J.....	18th Avenue G.....	"	135 Badger ave.
Drake, Belle.....	South 10th Street P.	Assistant .....	20 Centre st.
Drew, Minnie I.....	South Market St. G	Assistant.....	255 South Eighth st.
Drummond, Adelaide.....	Roseville Avenue P.	"	33 Myrtle ave.
Duncan, Lucy G.....	Newton Street P....	"	140 Elm st.
Dunn, Katherine F.....	13th Avenue P.....	"	165 High st.
Dunnell, Anna C.....	South 8th Street P...	V. Principal.	84 Linden av. Blmfd
Durand, S. Eveline.....	18th Avenue P.....	Assistant.....	424 Washington st.
Dusenberry, Emily T.....	18th Avenue G.....	"	86 Orchard st.
Eagles, Annie McLeod.....	Central Avenue P...	"	273 High st.
Egbert, Edna C.....	Morton Street P.....	"	58 Fair st.
Elder, L. Louise .....	South 8th Street G...	"	96 South Eleventh st.
Ellis, Griselda.....	Camden Street P....	"	209 South Sixth st.
Ellyn, Lizzie.....	Lafayette Street P...	"	148 Washington st.
Enders, J. Virginia.....	Camden Street P....	"	141 Bank st.
Eunson, Sarah A.....	18th Avenue P.....	"	120 Sherman ave.
Fawcett, Sarah A .....	Drawing Teacher..	Special .....	481 Broad st.
Felix, Mary.....	Morton Street P.....	Assistant.....	91 Sherman ave.
Felts, Florence.....	13th Avenue P.....	"	51 Howard st.
Fine, Carrie H.....	Central Avenue P...	"	98 Central ave.
Finter, Emma.....	Oliver Street P.....	V. Principal.	108 Congress st.
Fithian, Emma I.....	Ann Street P.....	Assistant.....	41 Pacific st.
Fitzgerald Jennie B.....	18th Avenue P.....	"	182 Brunswick st.
Fletcher, Alice M .....	South 10th Street P.	V. Principal.	183 Fairmount ave.
Force, Frances C.....	Camden Street P....	Assistant.....	16 Thomas st.
Forman, George.....	Monmouth Street P.	Principal.....	252 South Eighth st.
Forster, Millie A.....	High .....	1st Assistant.	1001 Broad st.
Fort, Fred. W.....	Hamburg Pl. G.....	Principal.....	33 South Tenth st.
Fowler, Helen M.....	Central Ave. G.....	Assistant. ....	11 John st.
Foxcroft, Jennie I.....	State Street P.....	"	13 Carteret st.
Fried, Rachel.....	Thirteenth Ave P...	Assistant.....	21 Richmond st.
Garabrant, Laurilla.....	Ann Street P.....	Assistant.....	148 Elm st.
Garrabrant, Anna L.....	Webster Street G....	1st Assistant.	29 North Ninth st.
Gaston, Kate Z.....	South 8th St. G.....	Assistant.....	192 Roseville ave.
Gauch, Lizzie E.....	So. Market St. P....	"	147 Mt. Prospect ave.
Gemar, Jennie A.....	Hamburg Pl. G.....	"	203 Main st., E. O.
Geraghty, Linda M.....	Morton Street G....	"	110 Bleecker st.
Giffin, Clarence S.....	Hawkins Street P...	Principal.....	26 Hill st.
Gilman, F. G.....	High .....	1st Assistant.	212 So. Orange ave.
Gillott, Jessie.....	Central Avenue P...	Assistant .....	34 Jay st.
Gillott, Mrs. M. Augusta....	Lock Street P.....	V. Principal.	34 Jay st.
Gleason, C. H .....	Summer Ave. G.....	Principal.....	104 Fourth ave.



## TEACHERS—CONTINUED.

NAME.	SCHOOL	RANK.	ADDRESS.
Flora I. ....	South Market St. G.	Assistant .....	96 Wright st.
Harriet W. R. ....	Summer Avenue P.	"	206 Garside st.
Maribel. ....	Franklin P. ....	"	309 Broad st.
Smith, Julia. ....	Monmouth Street P.	"	18 Pine st.
Belle M. ....	Summer Avenue G.	"	310 Summer ave.
Frances V. ....	South 8th Street P.	"	50 Ninth ave.
Lucy, Lucy. ....	Waverly Avenue P.	"	161 Somerset st.
Agnes B. ....	Chestnut Street G.	"	41 Broad st.
Clara W. ....	High .....	V. Principal.	17 West Park st.
Algh, Mary Abbie. ....	18th Avenue P. ....	Assistant .....	227 High st.
Virginia G. ....	Camden Street P.	"	66 North Eleventh st.
Edith E. ....	South 8th Street G.	"	443 Seventh ave.
Genevieve S. ....	High Annex. ....	3d Assistant. .	22 Cherry st.
Isabel G. ....	Washington St. G.	Assistant . . .	97 Court st.
Alberta A. ....	South 8th Street P.	"	79 South Tenth st.
Florence L. ....	Monmouth Street P.	"	34 Franklin st.
Juliet N. ....	Ann Street P. ....	"	14 Quitman st.
John A. ....	Webster Street G.	Principal. ....	106 Bloomfield ave.
Constance, Sarah L. ....	Webster Street P.	Assistant .....	106 Bloomfield ave.
Constance, Belle. ....	Newton Street P.	"	351 Plane st.
Elizabeth, Phebe. ....	Lawrence Street G.	V. Principal.	40 Columbia st.
Lydia W. ....	Morton Street G.	Assistant .....	Orange ave., Irv'gt'n
John, F. H. ....	Washington St. G.	Principal. ....	141 Heller Parkway.
Florence A. ....	Franklin P. ....	Assistant .....	369 Summer ave.
Frances M. ....	Summer Avenue G.	"	174 Summer ave.
William, Rose. ....	Normal & Training, Training Dep't. ....	"	2 West Park st.
Ida, Mary G. ....	Franklin P. ....	"	5 Clay st.
Ida, Mary G. ....	Oliver Street G.	1st Assistant.	58 South Seventh st.
Beck, Caroline Y. ....	Roseville Avenue P.	Assistant .....	79 North Eleventh st.
M. Adelaide. ....	Oliver Street G.	"	70 Brunswick st.
Julie W. ....	Miller Street P.	"	70 Brunswick st.
Ruth E. ....	Miller Street P.	"	70 Brunswick st.
Constance, Annie. ....	Hamburg Place P.	"	151 Wright st.
Constance, Mary P. ....	Summer Avenue P.	"	351 Belleville ave.
Ellen A. ....	Roseville Avenue P.	"	165 North Sixth st.
Julia R. ....	Warren Street P.	"	108 Belleville ave.
Mollie E. ....	Warren Street P.	V. Principal.	108 Belleville ave.
Aura E. ....	Camden Street P.	Assistant .....	252 Mulberry st.
Willie A. ....	Camden Street P.	"	252 Mulberry st.
Willie. ....	High Annex. ....	3d Assistant.	81 North Ninth st.
Mary L. ....	South 10th St. P.	Assistant .....	247 South Eighth st.
Constance, Carrie E. ....	Central Avenue P.	"	253 South Eighth st.
Constance, Julia L. ....	Lawrence Street P.	"	253 South Eighth st.
Maude G. ....	Warren Street P.	"	75 Warren st.
May, Julia S. ....	Washington St. G.	"	186 Washington st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hollum, Margaret.....	Central Avenue P....	V. Principal	175 James st.
Hoppaugh, Abbie J.....	Walnut Street P.....	Assistant	29 Cottage st.
Hopping, Susie C.....	Ann Street P.....	H'd Assistant	10 Pacific st.
Horschel, Jeanette T.....	South 10th Street P.	Assistant	98 1/2 Green st.
Horn, Matilda.....	Monmouth Street P.	"	66 Sherman ave.
Hovey, E. O., A. M., Ph. D.	High .....	Principal	2 Lombardy st.
Howard, Anna M.....	13th Avenue P.....	Assistant	9 Humboldt st.
Howell, Pamela.....	Summer Avenue G....	"	120 Third ave.
Hutchings, Carrie C.....	Walnut Street P.....	H'd Assistant	58 Hamilton st.
Hutchings, Emma L.....	Newton Street P.....	V. Principal	South Orange, N. J.
Hymes, Sarah L.....	South Market St. P.	Assistant	43 Clinton st.
Iliff, C. Blanche.....	Hamburg Place G....	"	189 Walnut st.
Ingalsbe, Caroline A.....	18th Avenue P.....	V. Principal	50 East Kinney st.
Issler, Emma A.....	Morton Street P.....	H'd Assistant	32 Nelson pl.
Jackson, Hattie G.....	Washington St. P ..	Assistant	88 Wakeman ave.
Jenkinson, Harriet K....	State Street P.....	"	24 Baldwin st.
Johnson, Alice E.....	South Market St. P.	V. Principal	96 Ridgewood ave.
Johnson, Alice I.....	Morton Street G.....	Assistant	21 Ninth ave.
Johnson, Alyda B.....	Waverly Avenue P ..	"	53 Crawford st.
Johnson, Caroline.....	18th Avenue G.....	"	278 Academy st.
Johnson, Jane E.....	Normal & Training, Normal Dep't.....	V. Principal	19 Bathgate pl.
Johnson, Mrs. M. Louisa	James Street Ind.....	Assistant	18 S. Thirteenth st.
Jones, Laura.....	Hamburg Place P....	"	204 New st.
Joralemon, Della.....	Miller Street P.....	"	25 Johnson ave.
Joralemon, Rachel K.....	Summer Avenue P....	"	119 Chester ave.
Kaiser, Carrie A.....	Camden Street P.....	"	272 South Ninth st.
Kayser, Charles F.....	High .....	1st Assistant	52 Nelson pl.
Keene, Ednah J.....	Monmouth Street P.	Assistant	102 Warren st.
Kempe, Augusta.....	Monmouth Street P.	"	132 1/2 Court st.
Kempf, Emily M.....	Summer Avenue G....	1st Assistant	112 Bleecker st.
Kennedy, J. Wilmer.....	Miller Street G.....	Principal	3 Emmet st.
Kent, Caroline J.....	James Street Ind.....	Assistant	102 Ridgewood ave.
Kerns, M. Lizzie.....	Burnet Street G.....	1st Assistant	21 Halsey st.
Kinsey, Elizabeth D.....	Lawrence Street G....	"	10 South st.
Kirkpatrick, Mary D.....	Walnut Street P.....	Assistant	116 Prospect st.
Kitchell, Agnes.....	Webster Street P....	V. Principal	247 Broad st.
Klotz, Elizabeth D.....	Franklin P.....	Assistant	26 State st.
Labiaux, Aglaè I.....	Burnet Street P.....	"	47 Burnet st.
Landmesser, Elizabeth.....	State Street P.....	"	47 Plane st.
Law, Daisy M.....	Oliver Street P.....	"	24 Mulberry pl.
Lawrence, Mary.....	Burnet Street G.....	1st Assistant	35 Nichols st.
Lawrence, Minnie J.....	Washington St G....	"	53 Academy st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
I, Alice M. ....	Elliot Street P. ....	Assistant .....	45 Eighth ave.
I, Julia N. ....	Miller Street P. ....	V. Principal.	South Orange, N. J.
E. Theresa. ....	Hawkins Street P. ....	Assistant .....	83 Columbia st.
Grace M. ....	Morton Street P. ....	"	83 Columbia st.
Helen J. ....	Lawrence Street G. .	"	83 Columbia st.
Margaret A. ....	13th Avenue P. ....	"	83 Columbia st.
I, Minnie. ....	South Street P. ....	"	211 Thomas st.
I, Eliza, Ph. M. ....	High .....	1st Assistant.	374 Summer ave.
I, Lillie I. ....	Warren Street P. ....	Assistant .....	73 Warren st.
Ida. ....	13th Avenue P. ....	"	36 1/2 Rankin st.
e, Edith M. ....	18th Avenue P. ....	"	164 Summer ave
Anna. ....	Normal & Training, Train'g Dept. ....	"	66 Brinkerhoff st. J.C.
I, L. Belle. ....	Oliver Street P. ....	"	43 Emmet st.
I, Anna. ....	South 10th Street P. .	"	249 North Sixth st.
I, Mary E. ....	Oliver Street G. ....	"	312 Summer ave.
e, David. ....	Chestnut Street G. ....	Principal. ....	193 South Sixth st.
I, Nettie A. ....	Hamburg Place P. ....	Assistant .....	60 Pacific st.
Adelyn C. ....	Chestnut Street G. .	"	24 Astor st.
Edith O. ....	Hamburg Place P. ....	"	16 Oak st.
Lizzie P. ....	Walnut Street P. ....	"	11 East Park st.
May. ....	Marshall Street P. ....	"	16 Oak st
May Axford. ....	Oliver Street G. ....	"	120 Pennsylvania ave.
I, Amy H. ....	Miller Street P. ....	"	83 Vanderpool st.
S. Eleanor. ....	Waverly Avenue P. .	"	9 Central ave.
s, B. C., A. M. ....	High .....	1st Assistant.	36 Kearny st.
land, Annie H. ....	South 10th St. P. ....	Assistant .....	163 Fairmount ave.
e, Joanna M. ....	South 10th Street P. .	"	226 Fairmount ave.
e, Rebecca. ....	Newton Street G. ....	1st Assistant.	226 Fairmount ave.
I, Mary B. ....	South 10th Street P. .	Assistant .....	92 Astor st.
ald, Katherine. ....	Burnet Street P. ....	"	131 Plane st.
se, Harriet E. ....	South Market St. P. .	"	28 Brill st.
h, Abbie P. ....	Franklin P. ....	Principal. ....	152 Garside st.
re, Adelina. ....	Colored .....	Assistant .....	80 Bank st.
I, Jane E. ....	South 10th Street P. .	"	213 Fairmount ave.
n, Annie. ....	Lawrence Street P. .	V. Principal.	39 State st
d, Eunice A. ....	Elliot Street P. ....	Principal. ....	60 Taylor st.
y, Sarah J. ....	Normal & Training, Normal Dep't. ....	1st Assistant.	101 Pacific st.
I, Mary A. ....	North 7th Street P. .	Assistant .....	16 Gould ave.
I, Sarah L. ....	Lafayette Street P. .	"	159 1/2 Wright st.
E. Louise. ....	Waverly Avenue P. .	"	551 High st.
Grace. ....	Lafayette Street P. .	"	19 Lombardy st.
Julia. ....	High Annex. ....	3d Assistant.	19 Lombardy st.
Sara E. ....	Burnet Street P. ....	Assistant .....	19 Lombardy st.
Jessie B. ....	Webster Street G. .	"	230 Garside st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL	RANK.	ADDRESS.
Millen, Emma.....	South 8th Street G..	Assistant .....	99 Congress st.
Miller, Adelaide D.....	Lock Street P.....	"	137 Bank st.
Miller, Annie M.....	Chestnut Street P ...	V. Principal.	23 Orchard st.
Miller, Carolina D.....	Warren Street P.....	Assistant .....	137 Bank st.
Miller, Mattie M.....	Walnut Street P.....	"	214 Mulberry st.
Mills, Lydia A.....	Lafayette Street G...	"	54 Elizabeth ave.
Mock, Kate E.....	13th Avenue P.....	"	87 Wickliffe st.
Moore, Elizabeth.....	18th Avenue P.....	"	96 Sherman ave.
Moore, Elizabeth N.....	Hamburg Place P...	"	41 Essex st.
Moore, Hannah.....	South Street P.....	V. Principal.	118 Miller st.
Moore, Lizzie A.....	South Street P.....	Assistant .....	140 Emmet st.
Moore, M. Alice.....	Miller Street G.....	"	24 Wakeman ave.
Moorhouse, Mary J.....	Lafayette Street G...	H'd Assistant	221 Mulberry st.
Morehouse, Carrie E.....	Miller Street G.....	Assistant .....	70 Murray st.
Morgan, Emma.....	Newton Street G ...	1st Assistant.	18 Mercer st.
Morgan, Maria E.....	Central Avenue G...	V. Principal.	122 North Sixth st.
Morris, M. Jennie.....	Miller Street G.....	1st Assistant.	132 Pennsylvania ave.
Morrison, Ida J.....	Summer Avenue G.	Assistant .....	40 Wakeman ave.
Mullison, Harriet W.....	Clover Street Ind....	Principal.....	145 1/2 Elizabeth ave.
Murphy, Eliza.....	Summer Avenue G.	V. Principal.	377 Summer ave.
Myer, Eva.....	State Street P.....	"	342 Roseville ave.
Myrick, Eliza J.....	Elliot Street P.....	H'd Assistant	170 High st.
Nebinger, Mary G.....	Chestnut Street P....	Assistant .....	504A Washington st.
Nichols, Kate.....	Hawkins Street P...	"	170 Mt. Prospect ave.
Nichols, Margaret A.....	Wickliffe Street P ...	"	170 Mt. Prospect ave.
Nichols Mary W.....	Webster Street G....	"	335 Summer ave.
Oliver, Hattie L.....	Webster Street P....	Assistant .....	154 Garside st.
O'Rourke, Mary A.....	Hamburg Place P...	"	98 Washington st.
Ortland, Emma E.....	18th Avenue G.....	"	43 West st.
Osborne, Clara L.....	Monmouth Street P.	"	83 Court st.
Parker, Isabel A.....	Burnet Street P.....	"	21 Halsey st.
Parker, Mary M.....	South Street P. ....	"	107 Thomas st.
Peck, Adelaide.....	Miller Street G.....	1st Assistant.	122 Brunswick st.
Peal, Amelia E.....	13th Avenue P. ....	Assistant .....	137 Court st.
Peer, E. Jane.....	18th Avenue G.....	1st Assistant.	127 Arlington st.
Peters, Minnie L.....	13th Avenue P.....	Assistant .....	46 Halsey st.
Pierson, Eliza H.....	Lawrence Street G.	"	221 Mulberry st.
Potter, S. Emily.....	Washington St. P...	V. Principal.	51 Washington ave.
Price, Lillian L.....	Morton Street P.....	Assistant .....	14 Linden st.
Price, Mary H.....	Monmouth Street P.	"	357 Belleville ave.
Provost, Anna M.....	Elliot Street P.....	"	246 Clifton ave.
Putnam, Ella E.....	High.....	3d Assistant .	66 Oriental st.
Putnam, Adelaide G.....	Newton Street P....	Assistant .....	66 Oriental st.

## TEACHERS—CONTINUED.

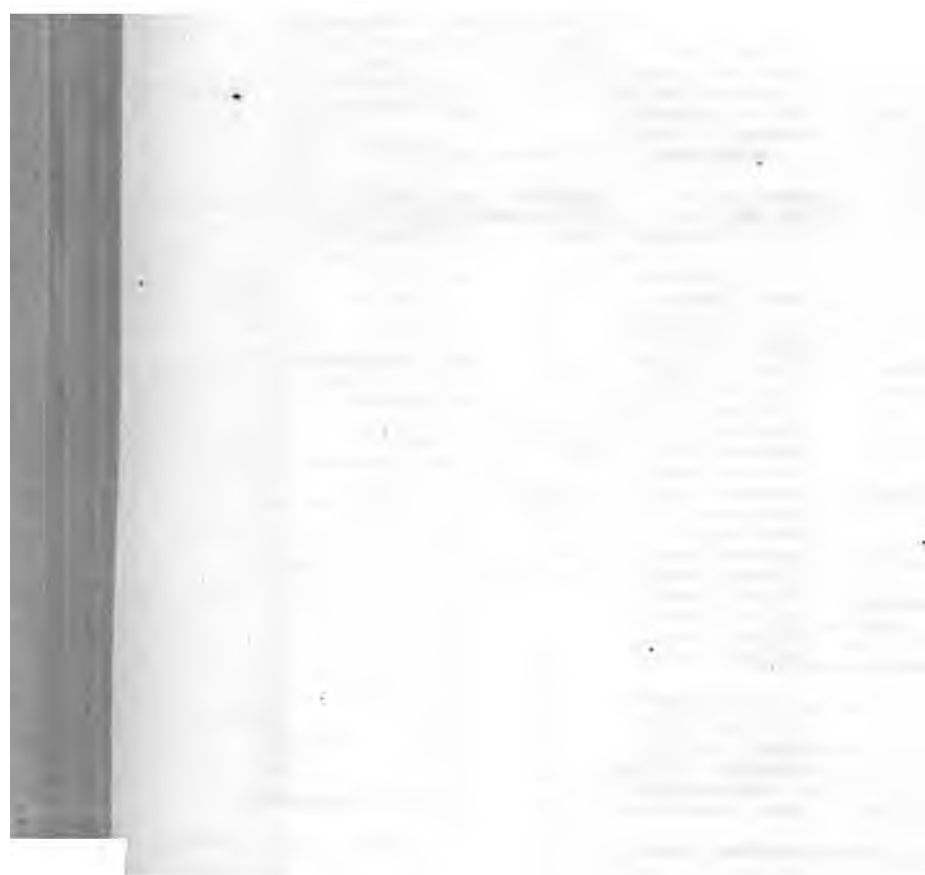
NAME.	SCHOOL.	RANK.	ADDRESS.
James M., A. M.	High.....	1st Assistant.	505 Summer ave.
Margaret G.	Elliot Street P.....	Assistant.....	506 Summer ave.
Margaret A.	18th Avenue P.....	"	167 Boyd st.
Effie M.	Normal & Training, Training Dep't....	"	1076 Broad.st.
Bertha A.	Warren Street P.....	"	779 Mt. Prospect ave.
Ila A.	Hamburg Place P...	"	110½ Bleecker st.
Emma.	Burnet Street G.....	"	11 Linden st.
Ellie E.	South Street P.....	"	159 Brunswick st.
Virginia R.	State Street P.....	"	89 New st.
Ida H.	Franklin P.....	"	146 Fourth ave.
Lucy A.	Elliot Street P.....	"	21 Taylor st.
Mary H.	High.....	2d Assistant.	21 Taylor st.
Marion.	Chestnut Street P...	Assistant.....	13 Pennsylvania ave.
Marietta.	South Market St. G.	"	68 Mt. Pleasant ave.
Grace A.	Central Avenue P...	"	56 Wright st.
ate.	Oliver Street G.....	"	39 Chestnut st.
Mary E.	Miller Street G.....	V. Principal.	23 Chestnut st.
us, Bertha L.	13th Avenue P.....	Assistant.....	168 Fairmount ave.
Trude E.	South 8th Street G...	1st Assistant.	38 Nelson pl.
William C.	High.....	"	18 Burnet st.
Ada E.	Bloomfield Ave. P...	H'd Assistant	192 Summer ave.
n E.	Warren Street P.....	Principal.....	308 Bank st.
Louise.	Franklin P.....	Assistant.....	186 Belleville ave.
ura B.	Camden Street P...	V. Principal.	7 Pulaski st., E. O.
Anna.	Warren Street P.....	Assistant.....	56 So. Eleventh st.
Augustus.	South 8th Street G...	Principal.....	56 So. Eleventh st.
arah B.	Roseville Avenue P.	"	56 So. Eleventh st.
Carrie D.	Waverly Avenue P.	Assistant.....	94 State st.
Bessie C.	North 7th Street P.	Assistant.....	50 No. Eleventh st.
, Emma D.	Franklin P.....	V. Principal.	252 Belleville ave.
lto H.	Morton Street G.....	Principal.....	37 Hillside ave.
lara.	Marshall Street P...	Assistant.....	408 Washington st.
Edwin.	Oliver Street G.....	Principal.....	4 Osborne Ter., C.T.
, Mrs. Isadore M.	High Annex.....	1st Assistant.	3 Linden st.
Amy.	Franklin P.....	Assistant.....	81 Broad st.
ma F.	Chestnut Street G...	1st Assistant.	81 Orchard st.
M. Adaline.	South 10th Street P.	Assistant.....	106 Lafayette st.
Flora E.	Newton Street G....	"	245 So. Seventh st.
rs. C. L. D.	Lafayette Street G..	V. Principal.	177 Quitman st.
zabeth J.	South 10th Street P.	Assistant.....	244 North Sixth st.
nly A.	Elizabeth Avenue P.	"	12 Chestnut st.
nma J.	Chestnut Street G...	V. Principal.	53 Emmet st.
rs, Fannie W.	Newton Street G....	"	122 Wickliffe st.
2 E.	Morton Street G.....	Assistant.....	22 Richmond st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Martha C.....	South Street P.....	Assistant.....	81 Pennsylvania ave.
Soden, Anna M.....	18th Avenue P.....	"	95 Sherman ave.
Sonn, George C.....	High.....	1st Assistant.	285 Belleville ave.
Sonn, Lydia K.....	State Street P.....	Assistant.....	71 Belleville ave.
Speer, Agnes C.....	Morton Street P.....	"	45 Astor st.
Speer, Matilda J.....	18th Avenue G.....	"	45 Astor st.
Spinning, Maria L.....	Morton Street G.....	1st Assistant.	33 Franklin st.
Squire, M. Irene.....	Monmouth Street P.	Assistant.....	26 Nelson pl.
Starkweather, Minnie C.....	Burnet Street P.....	"	55 Mulberry st.
Steele, Fannie.....	Oliver Street G.....	1st Assistant.	128 Monmouth st.
Steele, Susie.....	Oliver Street G.....	V. Principal.	128 Monmouth st.
Stephens, Carrie V.....	South 10th Street P.	Assistant.....	58 Mt. Pleasant ave.
Stevens, M. Leonora.....	Camden Street P....	"	432 Plane st.
Stickney, M. Ada.....	Morton Street P.....	"	142 Wickliffe st.
Stites, Belle S.....	Lafayette Street P....	"	258 Clinton ave.
Stites, Dora A.....	Lafayette Street P....	V. Principal.	258 Clinton ave.
Stout, Mrs. Helen L.....	Monmouth Street P.	Assistant.....	173 Quitman st.
Straus, Amelia.....	Morton Street P.....	"	28 Central ave.
Strieby, Mary.....	Webster Street P....	"	68 Park pl.
Stringer, Elizabeth M.....	Washington St. G....	"	51 Avon ave.
Sturgis, Emma M.....	State Street P.....	"	198 Plane st.
Sutphen, Julia A.....	Miller Street P.....	"	178 Brunswick st.
Sweasy, M. Augusta.....	Normal & Training, Training Dep't.....	"	122 Wickliffe st.
Symons, Evelyn S.....	Oliver Street P.....	"	184 Walnut st.
Taylor, A. V., A. B.....	High.....	1st Assistant.	25 Grant st.
Taylor, Florence.....	South 8th Street P....	Assistant.....	52 Roseville ave.
Taylor, Geo. O. F.....	Central Avenue G....	Principal.....	241 Sixth ave.
Taylor, Sarah G. A.....	South 8th St. G.....	1st Assistant.	34 Elizabeth ave.
Terwilliger, J. L.....	Newton Street G.....	Principal.....	228 South Sixth st.
Thacher, C. S., C. E.....	High.....	1st Assistant.	71 Kearny st.
Thomas, Emily B.....	Colored.....	Assistant...	741 Broad st.
Thompson, Elizabeth L.....	Lafayette Street G....	"	48 East Kinney st.
Thompson, Hattie.....	18th Avenue P.....	"	102 Pennsylvania ave
Thompson, Nellie B.....	Washington St. G....	1st Assistant.	102 Pennsylvania ave
Thurber, Lewis W.....	South Street P.....	Principal.....	121 Third ave.
Tillard, Albertina G.....	Roseville Avenue P.	Assistant.....	253 Roseville ave.
Tompkins, Florence.....	Newton Street P.....	"	37 Lincoln ave.
Umbach, Minnie L.....	Miller Street G.....	1st Assistant.	Summit, N. J.
Urick, Wm. P. B.....	South Market St. G.	Principal.....	244 Lafayette st.
Utter, Ella D.....	South Market St. P.	Assistant.....	112 Green st.
Van Houten, Lizzie L.....	Monmouth Street P.	"	84 Avon ave.
Van Houten, Sadie E.....	18th Avenue P.....	"	35 Wright st.
Van Ness, E. May.....	Newton Street P.....	"	169 Brunswick st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Helen M.....	Monmouth Street P.	Assistant.....	136 Monmouth st.
L.....	13th Avenue P.....	V. Principal.....	180 Washington st.
nold.....	Camden Street P....	Principal.....	1336 Waverly ave.
ied, Emma.....	High Annex.....	3d Assistant.....	70 Avon ave.
Minnie.....	Commerce Street P.	Assistant.....	125 Plane st.
Mrs Agnes A.....	Central Avenue G....	"	150 Sherman ave.
M Louisa.....	Normal & Training, Training Dep't ...	V. Principal.....	39 State st.
sie E.....	Hamburg Place P....	Assistant.....	31 Sussex ave.
ry E.....	So. Market St. G....	V. Principal.....	91 South Tenth st.
ah I.....	Clover Street Ind....	Assistant.....	1076 Broad st.
Amilla.....	Roseville Avenue P.	"	73 North Fourth st.
her.....	Chestnut Street P....	"	12 Cottage st.
, Lulu.....	Newton Street G....	"	40 Eighth ave.
mie R.....	South 10th Street P.	"	24 Franklin st.
re, Addie B.....	Washington St. P....	"	17 Court st.
M. Eliza.....	Walnut Street P....	"	106 Pennington st.
Josephine A.....	Hamburg Place P....	"	21 Hillside ave.
M. Evelyn.....	South 10th Street P.	"	21 Hillside ave.
bbie E.....	High.....	3d Assistant.....	101 Pacific st.
Emma R.....	Monmouth Street P.	Assistant.....	38 Warren st.
lle B.....	Summer Avenue P....	"	377 Summer ave.
s. Martha S.....	Summer Avenue G....	1st Assistant.....	377 Summer ave.
lbert B.....	13th Avenue P.....	Principal.....	198 Littleton ave.
usie M.....	Monmouth Street P.	Assistant.....	27 Monmouth st.
ma.....	Lawrence Street G....	1st Assistant.....	23 Court st.
ira A.....	Lafayette Street P....	Assistant.....	38 Grove st.
l, Emma F.....	Morton Street P.....	"	32½ Emmet st.
ary.....	South 10th Street P.	"	26 Hill st.
Jennie.....	Newton Street P....	"	11 Clay st.
Elizabeth.....	South 8th Street G....	"	275 Sixth Ave.
.....	Lafayette Street P....	"	58 Pacific st.
ra.....	Hawkins Street P....	"	58 Pacific st.
ice E.....	South Street P.....	"	295 East Kinney st.
nelia R.....	Normal & Training, Training Dep't....	"	74 Fourth ave.
ary A.....	South Street P.....	"	295 East Kinney st.
ra.....	Hawkins Street P....	"	53 South st.





SALARIES.



## SCHEDULE OF TEACHERS' SALARIES.

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

REVISED JULY 25TH, 1890, AUGUST 28TH AND NOVEMBER 27TH, 1891.

GRADE.	1st Year.	2d Year.	3d Year.	Max.
<b>NORMAL AND TRAINING SCHOOL</b>				
Principal—Male.....				\$2,000 00
Normal Department—				
Vice-Principal—Female.....				1,300 00
First Assistant—Female.....				1,000 00
Training Department—				
Vice-Principal—Female.....	\$ 700 00			800 00
Assistant—Female.....	525 00	\$600 00	\$650 00	700 00
<b>HIGH SCHOOL.</b>				
Principal—Male.....				2,500 00
First Assistant—Male.....	1,400 00			2,000 00
Second Assistant—Male.....	1,200 00			1,300 00
Vice-Principal—Female.....				1,800 00
First Assistant—Female.....	900 00			1,200 00
Second Assistant—Female.....	900 00			1,000 00
Third Assistant—Female.....	800 00			900 00
Teacher in charge of full division Senior Class.....				1,500 00
Teacher in charge of German.....				1,500 00
<b>GRAMMAR SCHOOL.</b>				
Principal—Male.....				2,000 00
Vice-Principal—Male.....	1,100 00			1,200 00
Vice-Principal—Female.....	900 00			1,000 00
Head-Assistant—Female.....				800 00
†First Assistant—Female.....				750 00
Assistant—Female.....	475 00	550 00	600 00	*650 00

SCHEDULE OF TEACHERS' SALARIES—  
CONTINUED.

GRADE	1st Year.	2d Year.	3d Year.	Max
<b>PRIMARY SCHOOLS.</b>				
Principal—Male . . . . .				\$1,500 00
Principal—Male (more than 12 classes) . . . . .				1,800 00
Principal (6 classes and upwards)—Female . . . . .				1,000 00
Principal (less than 6 classes)—Female . . . . .				850 00
Vice Principal—Female . . . . .	\$700 00			800 00
Head Assistant—Female . . . . .				700 00
Assistant—Female . . . . .	475 00	\$550 00	\$600 00	\$650 00
<b>INDUSTRIAL SCHOOLS.</b>				
Principal—Female . . . . .				\$700 00
Assistant—Female . . . . .	475 00	550 00	\$600 00	\$650 00
<b>COLORED SCHOOLS.</b>				
Principal—Male . . . . .				1,500 00
Assistant—Female . . . . .	475 00	550 00	600 00	\$650 00
<b>SPECIAL.</b>				
Drawing Teacher—Female . . . . .				1,500 00
† Temporary Assistant (Grammar and Primary departments)—Female . . . . .	3 mos. at \$35 00	4 mos at \$40 00		3 mos. at \$45 00

**ADVANCED EVENING SCHOOLS.**

Principal—Male . . . . . \$70 00 per month.  
 Vice Principal . . . . . 60 00 per month.  
 Assistants, who teach by evening . . . . . 3 00 per even'g.

**EVENING SCHOOLS.**

Principal—Male . . . . . \$60 00 per month.  
 Vice-Principal . . . . . ~~45~~ 55 00 per month.  
 Assistant—Male or Female . . . . . \$40 00 and 45 00 per month.

**EVENING DRAWING SCHOOL.**

Principal—Male . . . . . \$70 00 per month.  
 Assistants—Male . . . . . \$2 50 and 3 50 per even'g.

SCHEDULE OF TEACHERS' SALARIES—  
CONTINUED.

SUBSTITUTES.

High School—Male.....	\$4 00 per day.
High School—Female.....	2 50 per day.
Grammar Department—Male.....	3 00 per day.
Grammar and Primary Departments—Female.....	1 50 per day.
Evening School.....	\$1 00 per evening.

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NOTE.—No special salary now paid shall be reduced by reason of this Schedule.  
†First Assistants and Head Assistants teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

‡Assistants must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

\*The maximum salary to be specially granted in each case upon a certificate of the Principal of the school where such an Assistant shall be teaching, said certificate to be endorsed by the City Superintendent.



# COURSE OF INSTRUCTION.





GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards Complete and begin the Primer. Phonic exercises.	Counting and combining numbers, using objects, separate numbers into equal and unequal parts. Make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School { What cannot be seen. Animals, domestic; days of the week, month of the year, time on the clock-face.	Writing On Slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers; advancing with the progress of the pupil. Continue Addition and begin Subtraction. Practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body, distance, direction, time continued; form, size, color illustrated by objects.	Writing on of the human body, distance, direction, time continued; form, size, color illustrated by objects, pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on multiplication table, exercises in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing No. 1 Graphic, S. C.; writing names and states and on slates and exercise paper.
First.	Second and Third Readers; Phonic Spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, Nos. 3 and 4, Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing books Nos. 2 and 3. Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control.

## MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.	DRAWING.
Fourth.	Third Reader: Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory School completed.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.	Drawing Books Nos. 5 and 6.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, L. C.	Drawing Book No. 7.
Second.	Fourth Reader: Spelling; Supplementary Reading.	Decimals, from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Practical lessons in English; exercises in Composition.	To page 213.	Nos. 5 and 6 Graphic, L. C.	Drawing Book No. 8.
First.	Fifth Reader: Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Practical lessons in English; Declamation and Composition.	From page 213 to end of book.	No. 7, L. C. Graphic Blank.	Drawing Book No. 9.

Callisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week and Writing three times.

**MANUAL OF INSTRUCTION—HIGH SCHOOL.**  
**COMMERCIAL COURSE—(TWO YEARS.)**

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic. Arithmetic. Arithmetic.	Bookkeeping; Penman- ship; Commercial Cor- respondence, and Busi- ness Forms.	German. German. German or Physiology.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Bookkeeping; Commer- cial Law and Corre- spondence; Business Forms, and Civil Gov- ernment.	German. German. German or Natural Philosophy.

Language Lessons, Composition and Declamation through the course.  
Drawing, optional.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## CLASSICAL COURSE—(FOUR YEARS.)

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons.	Physiology. Physical Geography. Physical Geography.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Greek Grammar and Lessons. Greek Grammar and Lessons. Greek Grammar and Lessons.
<b>3d YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Geometry. Geometry.	Cicero. Cicero. Virgil's Æneid. (Latin Prose.)	Anabasis. Anabasis. Anabasis. (Greek Prose and History.)
<b>4TH YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry, or German. Review.	Virgil's Æneid, Georgics, Bucolics, Roman History and Review.	Iliad. Iliad. Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may omit Geometry and Trigonometry, and take German instead.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## SCIENTIFIC COURSE—(FOUR YEARS).

<b>1ST YEAR.</b>	Arithmetic. Algebra. Algebra.	Latin Gram., Lessons. Latin Gram., Lessons. Latin Gram., Lessons.	Physiology. Physical Geography. Physical Geography.
1st Term.			
2d Term.			
3d Term.			
<b>2D YEAR.</b>	Algebra. Algebra. Algebra.	Cæsar. Cæsar. Cæsar. (Latin Prose.)	Natural Philosophy. Natural Philosophy. Natural Philosophy.
1st Term.			
2d Term.			
3d Term.			
<b>3D YEAR.</b>	Geometry. Geometry. Geometry.	Cicero. Cicero. Virgil's <i>Æneid</i> . (Latin Prose) or German.	General History. Political Economy, Political Economy.
1st Term.			
2d Term.			
3d Term.			
<b>4TH YEAR.</b>	Geometry. Trigonometry. Review.	Virgil's <i>Æneid</i> . Georgics, <i>Bucolics</i> . Roman History and Review or German.	Chemistry. Chemistry. Geology.
1st Term.			
2d Term.			
3d Term.			

Language Lessons, Drawing, Composition and Declamation through the year.

**MANUAL OF INSTRUCTION—HIGH SCHOOL.**  
**COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS.)**

<b>1ST YEAR.</b>			
1st Term.	Arithmetic, $\frac{1}{2}$ yr.	Latin Gram., Lessons.	Physiology.
2d Term.		Latin Gram., Lessons.	Physiology.
3d Term.	Algebra, $\frac{1}{2}$ year.	Latin Gram., Lessons, or German.	Botany.
<b>2D YEAR.</b>			
1st Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar, or German.	Natural Philosophy.
<b>3D YEAR.</b>			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar, or German.	Rhetoric.
<b>4TH YEAR.</b>			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil, or German.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitation through the course.

**MANUAL OF INSTRUCTION—HIGH SCHOOL.**  
**ENGLISH COURSE—(FOUR YEARS.)**

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Bookkeeping, Pen- manship and Com- mercial Correspond- ence, and Business Forms.	Physiology. Physical Geography. Physical Geography.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Bookkeeping, Com- mercial Law and Corresp'nd'nce, Bus- iness Forms and Civil Government.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
<b>3D YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Geometry.	Rhetoric, ½ year. Chemistry, ½ year.	General History, ½ year. Political Economy, ½ year.
<b>4TH YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry, ½ year. Geology, ½ year.

Language Lessons, Drawing, Composition and Declamation through the course.

# NORMAL AND TRAINING SCHOOL.

## NORMAL DEPARTMENT.

### COURSE FOR FIRST YEAR.

FIRST TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physical Geography on the basis of geographical and historical study and teaching. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.
SECOND TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship. Logic.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physiology and Hygiene as applied to the school room. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.
THIRD TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship.	Critical reading of Political Economy. To be accompanied with essay and composition work.	Lectures on the Science and Philosophy of Education and the Methods of Instruction to be continued through the year. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.



# COURSE FOR SECOND YEAR.

FIRST TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice— Grammar Grade Work, in- cluding Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the History, Philosophy and Science of Education and the Methods of Instruction. Botany. Elementary Science. Music. Voice Culture and Elocution. Physical Culture. Drawing.
SECOND TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice— Grammar Grade Work, in- cluding Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the General Principles of School Man- agement. Botany. Elementary Science. Music. Voice Culture and Elocution. Physical Culture. Drawing.
THIRD TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice— Grammar Grade Work, in- cluding Penmanship.	Review of the general Prin- ciples and Methods of Teaching and School Management.	Literature, including selec- tions from writers in the Fine Arts and Poetry.	Lectures and discussions of educational works and educational questions. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.

In addition to the above course, each pupil in the Normal and Training School is required to spend at least eight weeks of each year in practical class room work in the Training Department, under the special direction of the City Superintendent and Principal of the Normal and Training School.

## MANUAL OF INSTRUCTION—CONTINUED.

## DISTRIBUTION OF WORK.

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 PRIMARY DEPARTMENT.
 

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## ARITHMETIC.

## FOURTH GRADE.

*First Term*—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1<sup>s</sup> equal 2, 5 *plus* 1 *equals* 6, three 2<sup>s</sup> equal 6, two 3<sup>s</sup> equal 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2<sup>s</sup> in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

*Second Term*—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The number, 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

*Third Term*.—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and signs,  $+$ ,  $-$ ,  $\times$ ,  $\div$ ,  $)$ ,  $($ ,  $=$ . Give many simple questions, as: John has 4 apples and William has 5; how many have both? What will 4 lemons cost at 4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Con-

tinue writing the figures and the tables upon the slate. Begin to talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. Use objects when necessary.

### THIRD GRADE.

*First Term.*—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has 3 apples; how many have both? What cost 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 minus—equals 5, three 2's equal—? Drill the class in rapid slate work, as: 3 plus 7, or 4 plus 6, or two 5's or 4 plus 3 plus 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number. No careless work should be allowed. Objects may be used for illustration.

*Second Term.*—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ . As  $\frac{1}{3}$  of 12 equals 2. No careless work should be allowed. Objects may be used for illustration.

*Third Term.*—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division. Continue practical examples; also original examples. Continue the use of fractional parts,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . As  $\frac{1}{10}$  of 20 = 2. Continue the use of objects for illustration.

### Fish's Arithmetic, No. 1.

#### SECOND GRADE.

*First Term.*—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid

column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

*Second Term.*—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost? 3 gills? 4 gills? 1 pint? etc. Teach these tables objectively.

*Third Term.*—Review previous work and advance to 100. Combine and separate numbers and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

#### FIRST GRADE.

*First Term.*—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond to the written work.

*Second Term.*—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples,

using United States money, liquid and dry measures. Ex.: If 1 bushel costs \$2.36, what will 2 bushels cost? 2 pecks? etc. If 5 gallons cost \$23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.:  $\frac{3}{4}$  plus  $\frac{1}{4}$  equals how many fourths?  $\frac{7}{8}$  minus  $\frac{1}{8}$  equals how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

*Third Term.*—Review fundamental rules. Continue practical examples as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour how much will he earn in 3 hours? in  $5\frac{1}{2}$  hours? in  $\frac{1}{2}$  hour? Give mental arithmetic examples involving the principles taught in the slate work.

## LANGUAGE.

### Elementary Lessons in English

#### FOURTH GRADE.

*Talking or Conversation Lessons.*—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture; also to tell little stories the pupil has heard, read or told.

*Written Work.*—Teach the pupil to write his name, the name of the street he lives in, the name of the city, also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

#### THIRD GRADE.

*Conversation Lessons.*—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation,

habits of remembering the thoughts they read and the cultivation of the power of attention.

*Means.*—Reproducing the reading lesson ; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

*Written Work.*—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

#### Hyde's Practical Lessons in English, Book I.

##### SECOND GRADE.

*First Term.*—Take lessons 1 to lesson 22, page 22.

*Second Term.*—Take lesson 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

*Third Term.*—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

*Conversation Lessons.*—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell what they saw on the way to or from school. Be careful to secure complete and well formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

*Written Work.*—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

##### FIRST GRADE.

*First Term.*—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

*Second Term.*—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

*Third Term.*—Take lessons 23, Part Second, page 80, to lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

*Conversation Lessons.*—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

*Written Work.*—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

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## GEOGRAPHY.

### THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.

### Swinton's Introductory.

#### SECOND GRADE.

*First Term.*—*School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boun-

daries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

*Second Term.—Essex County.* Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

*Third Term.—State of New Jersey.* Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that the continents and oceans form the surface of the earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the *Introductory Geography* as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course.

#### FIRST GRADE.

*First Term.*—Review previous work by reading and conversational lessons on the first fifteen pages of the *introductory Geography*, and take *Middle Atlantic States*, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

*Second Term.*—Review *Middle Atlantic States*, pages 40 to 45,



and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

*Third Term.*—Review. Take the Southern States, Eastern division, pages 45 to 47 inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

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## READING.

### FOURTH GRADE.

Reading exercises from the blackboard. The cards completed ; begin the Primer. Phonic exercises. Teach by the word and phonetic methods, use objects, pictures and sketches upon the board. Lead the children to talk freely about the lesson.

### THIRD GRADE.

Finish Primer and First Reader ; spell all the words. Phonetic exercises and spelling. Classify words according to similar sounds : cat, rat, hat, man, pan, ran, run, sum, etc.

### SECOND GRADE.

Second Reader. Supplementary Readers. Spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expressions at every step in the work. Never accept improper expression of any kind.

### FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic

Spelling; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give special care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

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## WRITING.

### FOURTH GRADE.

Writing simple copies from the blackboard on the slate.

### THIRD GRADE.

Writing on the slate or exercise paper; writing the name of the pupil, etc.

### SECOND GRADE.

Graphic System, shorter course, No. 1.


Two books during the year, with use of practice paper.

### FIRST GRADE.

Graphic System, No. 2, S. C., first half year.

Graphic System, No. 3, S. C., second half year.

Two books during the year.

 The pencils, pen and ink should always be kept in a proper condition for use. All the written work as well as the regular written lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

## DRAWING.

### FOURTH GRADE.

Cards, First Series with Manual.

### THIRD GRADE.

Cards, Second Series with Manual.

### SECOND GRADE.

Drawing Books, Nos. 1 and 2.

### FIRST GRADE.

Drawing Books, Nos. 3 and 4.

Drawing models, modeling clay.

Colored paper.

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## PHYSIOLOGY.

### Oral Lessons.

#### FOURTH GRADE.

The teacher will call attention of the children to their bodies as a whole ; what they can do with them ; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk,

legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

*Breathing.*—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides; fills the room and is found everywhere, and that it is called the air or atmosphere.

*Drinking.*—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

*Eating.*—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

*Cleanliness.*—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

### THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology is the body.

## SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, legs, feet, etc. Call attention to their obvious uses and common abuses.

## FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

*Bones and Muscles.*—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

## MUSIC.

Jepson's Music Reader. Book First.

## FOURTH GRADE.

*First Term.*—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Om t chapter 1, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

*Second Term.*—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

*Third Term.*—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

#### THIRD GRADE.

*First Term.*—Beginning at chapter XVI, page 31, take to chapter 27, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

*Second Term.*—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

*Third Term.*—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

#### SECOND GRADE.

*First Term.*—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

*Second Term.*—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

*Third Term.*—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

#### FIRST GRADE.

*First Term.*—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

*Second Term.*—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

*Third Term.*—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

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## ORAL LESSONS.

### FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen ?  
          { What cannot be seen ?

Animals, domestic ; days of the week, months of the year, time on the face of the clock ; parts of the human body.

### THIRD GRADE.

Objects at home and at school ; parts of the human body, with their uses ; distance, direction, time, continued ; form, size, color, illustrated by objects.

### SECOND GRADE.

Trees, plants and flowers ; qualities ; form, size and color ; human body with its parts, senses and the laws of health ; tables of weights and measures ; articles we buy at the grocer's.

### FIRST GRADE.

Occupation of men, women and children ; manufactured articles ; conveyance on land and water ; human body with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

## GRAMMAR DEPARTMENT.

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### ARITHMETIC.

Fish's No. 2.

#### FOURTH GRADE.

*First Half Year.*—From beginning of book to page 74. Mental Arithmetic, lessons 17 to 25.

*Second Half Year.*—From page 74 to page 93, with review. Mental Arithmetic, lessons 25 to 29, with review.

#### THIRD GRADE.

*First Half Year.*—From page 93 to page 127, with review. Mental Arithmetic, lessons 29 to 35, with review.

*Second Half Year.*—From page 127 to page 145, with review. Mental Arithmetic, lessons 35 to 40, with review.

#### SECOND GRADE.

*First Half Year.*—From page 145 to page 173, with review. Mental Arithmetic, lessons 40 to 44, with review.

*Second Half Year.*—From page 173 to 198, with review. Mental Arithmetic, lessons 44 to 48, with review.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc.

#### FIRST GRADE.

*First Half Year.*—From page 198 to page 242, with review. Mental Arithmetic, lessons 48 to 52, with review.



*Second Half Year.*—From page 242 to page 269, with review. Mental Arithmetic, lessons 52 to 54, inclusive, with review.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

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## LANGUAGE.

**Hyde's Practical Lessons in English. Book I.**

### FOURTH GRADE.

*First Term.*—Take lesson 28, page 87, to lesson 42, page 101.

*Second Term.*—Take lesson 42, page 101, and complete the book.

*Third Term.*—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

*Oral Work.*—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

*Written Work.*—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

NOTE.—The lessons 39, 40 and 41 on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

**Hyde's Practical Lessons in English. Book II.**

### THIRD GRADE.

*First Term.*—From beginning of book to lesson 23, page 41.

*Second Term.*—Take lesson 23, page 41, to lesson 37, page 66, with review.

*Third Term.*—Take lesson 37, page 66, to lesson 45, page 80, with review.

#### SECOND GRADE.

*First Term.*—Take lesson 42, page 75, to lesson 56, page 100. Review.

*Second Term.*—Take lesson 56, page 100, to lesson 67, page 122. Review.

*Third Term.*—Take lesson 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

#### FIRST GRADE.

*First Term.*—Take lesson 78, page 136, to lesson 92, page 157. Review.

*Second Term.*—Take lesson 92, page 157, and complete Part Third.

*Third Term.*—Review the entire book, with special reference to etymology, composition and criticism, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

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### GEOGRAPHY.

#### Swinton's Introductory.

#### FOURTH GRADE.

*First Term.*—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take

Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

*Second Term.*—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

*Third Term.*—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

#### Swinton's Grammar School.

#### THIRD GRADE.

*First Term.*—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advantages for branches of industry; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions, page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.

*Second Term.*—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

*Third Term.*—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas and the important

gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

#### SECOND GRADE.

*First Term.*—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

*Second Term.*—Review the political divisions and the commercial geography of other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages, 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

*Third Term.*—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

#### FIRST GRADE.

*First Term.*—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

*Second Term.*—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

*Third Term.*—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

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## HISTORY.

### Eggleston's U. S.

*First Term.*—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

*Second Term.*—From page 116 to the capture of Burgoyne's army, page 175.

*Third Term.*—Complete to page 213, and review.

### FIRST GRADE.

*First Term.*—From page 213 to approach of Civil War, page 298.

*Second Term.*—From page 298 to Political Events, page 359.

*Third Term.*—Finish book, and review.

NOTE.—Only the most important dates and events should be memorized.

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## READING.

### FOURTH GRADE.

Third Reader ; spelling. Read United States History alternately with Reader.

### THIRD GRADE.

Complete Third or Fourth Reader ; spelling. Read United States History alternately with Reader.

### SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

## FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects. Supplementary reading will form a part of the course.

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 SPELLING.

Metcalf's Spelling and Language Book.

## FOURTH GRADE.

*First Term.*—From beginning to page 40.

*Second Term.*—From page 40 to page 50.

*Third Term.*—From page 50 to page 57.

Constant review.

## THIRD GRADE.

*First Term.*—From page 57 to page 74.

*Second Term.*—From page 74 to page 85.

*Third Term.*—From page 85 to page 94.

Constant review.

## SECOND GRADE.

*First Term.*—From page 94 to page 112.

*Second Term.*—From page 112 to page 127.

*Third Term.*—From page 127 to page 137.

Constant review.

## FIRST GRADE.

*First Term.*—From page 137 to page 153.

*Second Term.*—From page 153 to page 165.

*Third Term.*—From page 165 to page 174.

Constant review.

## WRITING.

### FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.  
 Graphic System, No. 4, L. C., second half year.  
 Two books during the year.

### THIRD GRADE.

Graphic System, No. 4, L. C., first half year.  
 Graphic System, No. 5, S. C., second half year.  
 Two books during year.

### SECOND GRADE.

Graphic System, No. 5, L. C., first half year.  
 Graphic System, No. 6, L. C., second half year.  
 Two books during the year.

### FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

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## DRAWING.

### FOURTH GRADE.

No. 5, from September to February ; No. 6, from February to July.

### THIRD GRADE.

No. 7, throughout the year.

### SECOND GRADE.

No. 8, throughout the year.

### FIRST GRADE.

No. 9, throughout the year.

## PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

*The Teeth.*—Their number, location, structure, use, abuse and care.

*The Digestive Process.*—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupil and themselves, of personal observation of the parts, organs and the various processes under consideration, going on in their bodies; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

*Hygiene.*—The common or obvious laws of health.

## THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and illustrations to the progress and advancing age of the pupils.

*Blood.*—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins as the channels through which the blood passes through all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

*Hygiene.*—Continue the study of the laws of health. Always



lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

#### SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

*Respiration.*—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

#### FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

*The Nervous System.*—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to mind; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

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#### MUSIC.

##### Song Garden, No. 2.

A manual of Musical Instruction, to accompany the Song

Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

#### FOURTH GRADE.

*First Term.*—Paragraphs 1 to 76, inclusive.

*Second Term.*—Paragraphs 77 to 111, inclusive.

*Third Term.*—Paragraphs 112 to 138, inclusive.

#### THIRD GRADE.

*First Term.*—Paragraphs 139 to 180, inclusive.

*Second Term.*—Paragraphs 181 to 207, inclusive.

*Third Term.*—Paragraphs 208 to 227, inclusive.

#### SECOND GRADE.

*First Term.*—Paragraphs 228 to 255, inclusive.

*Second Term.*—Paragraphs 256 to 285, inclusive.

*Third Term.*—Paragraphs 286 to 306, inclusive.

#### FIRST GRADE.

*First Term.*—Paragraphs 307 to 331, inclusive.

*Second Term.*—Paragraphs 332 to 360, inclusive.

*Third Term.*—Paragraphs 361 to 384, inclusive.

## **COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.**

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This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each :

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### **DEPARTMENT OF MECHANICAL DRAWING.**

#### **FIRST YEAR.**

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

#### **SECOND YEAR.**

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by plane sur-

faces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

#### THIRD YEAR.

(a) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draught of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

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### DEPARTMENT OF ARCHITECTURAL DRAWING.

#### FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

#### SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.
- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
  - (b) Elevations.
  - (c) Sections.
  - (d) Perspective continued.
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DEPARTMENT OF FREE-HAND DRAWING AND  
ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects:

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (a) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast drawing.
- (d) Shading.

# **COURSE OF STUDY FOR EVENING SCHOOLS.**

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## **FIRST GRADE.**

### **READING.**

Fourth Reader; History—Higginson's U. S.; Miscellaneous;  
Language Exercises. In alternation.

### **WRITING.**

Bookkeeping; Business Forms; Correspondence, etc. In alternation.

### **ARITHMETIC.**

Mental Exercises; Written Exercises; Business Exercises;  
Original Exercises. In alternation.

### **ORAL LESSONS.**

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate; length, fifteen to twenty minutes  
each evening.

## **FRIDAY EVENINGS.**

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

## **SECOND GRADE.**

### **READING.**

Third or Fourth Reader; History—Quackenbos' Elementary  
United States; Language Exercises. In alternation.

WRITING.

Copy Book ; Business Forms ; Correspondence. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.  
Physiology—Structure, Function, Hygiene.  
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.  
Second Hour.—Miscellaneous Reading and Discussion.

THIRD GRADE.

READING.

Second or Third Reader ; Exercises in Spelling ; Language Exercises. In alternation.

WRITING.

Copy Book ; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.  
Physiology—Structure, Function, Hygiene.  
In alternation.

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**FRIDAY EVENINGS.**

**First Hour.—Drawing.**

**Second Hour.—Miscellaneous Reading and Discussion.**

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**UNGRADED CLASS.**

**This class will receive instruction in Reading, Writing, Arithmetic, Spelling, Oral Lessons.**



SCHOOL BOOKS AND  
STATIONERY.



## SCHOOL BOOKS AND STATIONERY.

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### PRIMARY SCHOOLS.

*Reading.*—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, First Advanced, Second, Second Advanced and Third Readers; Collard's Beginners' Reader, Parts I and II; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States.

*Supplementary Readers.*—Ginn & Co.'s Classics for Children viz.: Æsop's Fables, Kingsley's Greek Heroes, Irving's Sketch Book, Lamb's Tales from Shakespeare; Lippincott & Co.'s Bert's Primer of Scientific Knowledge; Heath & Co.'s Sea Side and Way Side, Parts I, II, III; Ivison, Blakeman & Co.'s Readings in Nature's Book; Seven American Classics; Book of Tales; Appleton & Co.'s Johnnot's Natural History Series—Five Books; Dole's American Citizen.

*Language.*—Whitney's Elementary English (Knox.)

*Spelling.*—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words.

*Geography.*—Swinton's Introductory Geography; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 1; Giffin's Number Chart; Gleason's Arithmetical Cards.

*Drawing.*—Prang's Manual of Drawing, Parts I and II; Prang's Complete Course Drawing Books, Nos. 1, 2, 3 and 4. Drawing models, modeling clay, colored paper.

*Oral Lessons.*—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

*Music.*—Jepson's First Music Book.

*Writing.*—Graphic System of Writing.

*Stationery.*—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Practice Paper for drawing and writing; Slate Pencils; Pencil Holders; Crayons; Slates, 5x7, 6x9, 6½x10; Numeral Frames; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; Lead Pencils; Diamond and Felt Rubber Erasers; Graphic Scrap Books; Rubber Hand Stamps.

*Miscellaneous.*—Webster's International and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology; Song Garden, No. 2.

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## GRAMMAR SCHOOLS.

*Reading.*—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Third, Third Advanced and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higginson's Young Folks' History of the United States; Quackenbos' Elementary History of the United States.

Supplementary Readers.

*Language.*—Whitney's Elementary English (Knox); Hyde's Practical Lessons in use of English, Parts I and II.

*Spelling.*—Metcalf's Spelling and Language Book.

||| *Geography.*—Swinton's Introductory and Grammar School Geographies; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 2; Greenleaf's Intellectual Arithmetic; Gleason's Arithmetical Cards.

*History.*—Eggleston's United States History.

*Drawing.*—Prang's Manual of Drawing, Parts II and III; Prang's Complete Course Drawing Books, Nos. 4, 5, 6, 7, 8 and 9; Drawing models, modeling clay; colored paper.

*Music.*—Song Garden, No. 2; Musical Manual for Grammar Schools.

*Writing.*—Graphic System of Writing; Meservey's Single Entry Bookkeeping.

*Stationery.*—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates; Slates 6x9 and 6½x10; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled; Practice Paper for writing and drawing; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; 12-inch Rulers; Graphic Scrap Books; Rubber Hand Stamps; Prang's Compasses.

*Miscellaneous.*—Webster's International and National Dictionaries; Fitz's Globes; Joslyn's Globes; Hooker's First Book in Physiology.

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## HIGH SCHOOL.

*Mathematics.*—Franklin's Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thompson's Commercial Arithmetic; Davies' University Algebra; Davies' Legendre; Wentworth's

*Shorter Course Algebra*; Wentworth and Hill's *Mathematical Problems*; Seaver and Walton's *Franklin Algebra*.

*Latin*.—Leighton's *Lessons*; Jones' *Prose Composition*; Chase and Stuart's *Cæsar*; Chase and Stuart's *Cicero*; Chase and Stuart's *Virgil's Æneid*; Chase and Stuart's *Virgil's Eclogues*; Pennell's *Ancient Rome*; *Easy Latin Stories*; *Latin for Sight Reading*; Tetlow's *Lessons*; Fearness' *First Year in Latin*; Fearness' *Grammar*; Leighton's *History of Rome*; Kelsey's *Cæsar*; Daniell's *Latin Prose*; *Gradatim*.—Ginn & Co.

*Greek*.—Goodwin's *Grammar*; Jones' *Prose Composition*; Boice's *Xenophon's Anabasis*; Goodwin's *Xenophon's Anabasis*; Boice's *Homer's Iliad*; Pennell's *Ancient Greece*; Moss' *First Reader*; Smith's *Smaller History of Greece*; Keep's *Iliad*.

*German*.—Stern's *Studien und Plaudereien*, Part I; Worman's *First Book*; Bernhardt's *(German) Grammar and Reader*; Joyne-Meissner's *(German) Grammar*; Herman Boisen's *(German) Prose*.

*Natural Science*.—Hooker's *Natural History*; Dana's *Geological Story*; Lockyer's *Astronomy*; Steele's *Physics*; Eliot and Storer's *Elementary Chemistry*; Hutchison's *Physiology and Hygiene*; Gray's *How Plants Grow*; Houston's *Physical Geography*; Avery's *Elements Natural Philosophy*.

*Language and Literature*.—Gilmore's *Art of Expression*; Backus Shaw's *English Literature*; Hill's *Elements of Rhetoric and Composition*; Chittenden's *Elements English Composition*.

*Miscellaneous*.—Townsend's *Civil Government*; Wayland's *Political Economy*, abridged; Webster's *International and National Dictionaries*; *The Triumph*; Sandy's *Bookkeeping*; Myer's *General History*.

*Stationery*.—Same as for Grammar Schools, and in addition blank books for commercial department.

Drawing models; modeling clay; colored paper.

## NORMAL SCHOOL.

*Science.*—Porter's Elements of Intellectual Science ; Wayland's Moral Science.

*Reading.*—Cathcart's Literary Reader.

*Music.*—The Triumph ; Jepson's First Music Book.

*Stationery.*—Same as for Grammar Schools.





INSTRUCTIONS FOR PRE-  
PARING CARDS, RE-  
PORTS, ETC.

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## INSTRUCTIONS FOR PREPARING CARDS, REPORTS. ETC.

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Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V, Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

### RULES FOR KEEPING RECORDS.

*First.*—Any pupil who shall have been present five days during any term shall be enrolled as a member of the school; and whenever present five days during any one month shall be considered an enrolled pupil for that month.

*Second.*—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

*Third.*—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

*Fourth.*—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days. The absence, however, shall be recorded while the name remains on the roll.

*Fifth.*—Regular pupils, whose names have been enrolled, but

who are not present on the first day of any subsequent term during that year, shall be marked absent.

*Sixth.*—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

*Seventh.*—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

*Eighth.*—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

*Ninth.*—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

#### DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

#### MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to the pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only*.

*Attendance.*—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such

absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or  $19\frac{1}{2}$  instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

#### YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

#### HONORARY PROMOTION AND GRADUATION.

Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged "good," shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certificate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

Provided, that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than "*fair*," and—

Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

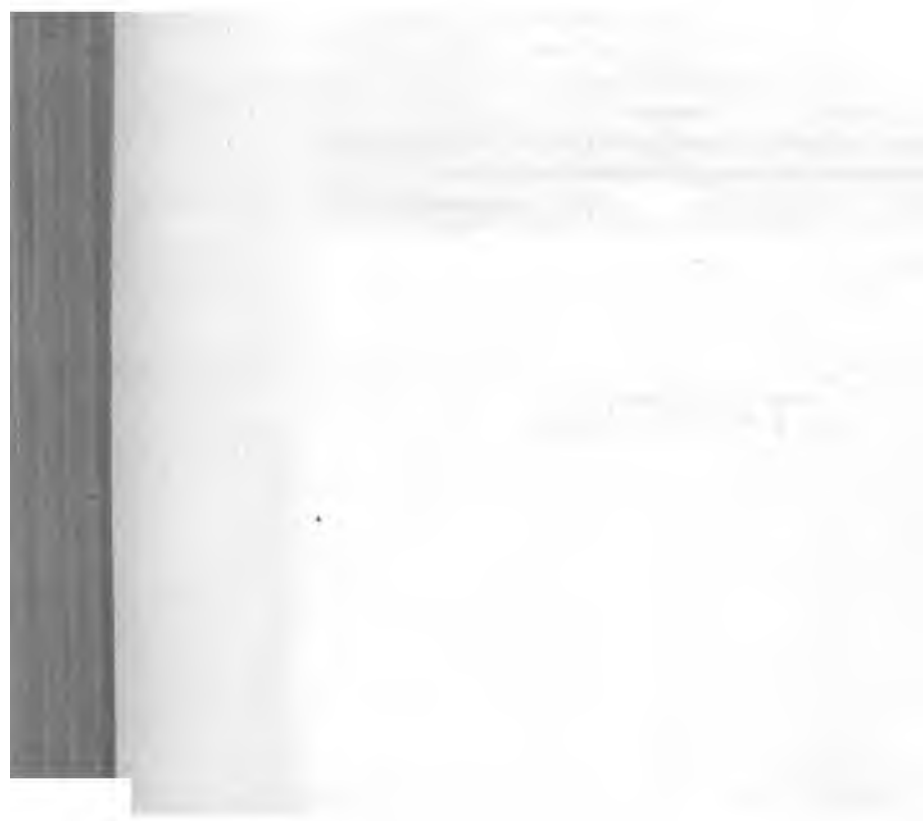
And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as "honorary."

No scholar shall be eligible to "honorary graduation" whose "deportment," separately averaged, does not average "good."

All promotions shall be conditioned as follows :

Any pupil who shall fail to sustain "fair" standing in the grade, upon the report of the class teacher to the school Principal, and upon the "advice" of such Principal, after personal examination of the case, may, with the "approval" of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs.

STATISTICS.





# CENSUS. 1892.

## SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

[Reported to the Board by the State Superintendent of School Census.]

Ward.	No. Children.
First, . . . . .	5,199
Second, . . . . .	4,669
Third, . . . . .	3,071
Fourth, . . . . .	3,338
Fifth, . . . . .	7,338
Sixth, . . . . .	4,668
Seventh. . . . .	10,471
Eighth, . . . . .	9,672
Ninth, . . . . .	4,210
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Total, . . . . .	52,636
Enumeration, 1891, . . . . .	57,454
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Decrease, . . . . .	4,818

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND  
SCHOOL FURNITURE.

NAME OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training (Market St.) . . .	\$15,000	\$18,000	\$33,000
High .....	25,000	48,000	73,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	19,000	29,000
Washington Street .....	15,000	40,000	55,000
Marshall Street.....	10,000	5,375	15,375
Lawrence Street .....	25,000	45,000	70,000
Commerce Street and Colored.....	10,000	14,500	24,500
Lafayette Street .....	15,000	35,000	50,000
Newton Street .....	10,000	40,000	50,000
South Tenth Street.....	6,000	21,100	27,100
Camden Street.....	4,200	32,000	36,200
Thirteenth Avenue.....	11,700	48,000	59,700
Warren Street .....	4,800	26,000	30,800
Wickliffe Street .....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Webster Street.....	10,000	25,000	35,000
"Franklin" .....	15,000	34,000	49,000
Elliot Street.....	5,000	20,000	25,000
Chestnut Street.....	10,000	40,000	50,000
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	28,500	33,500
Walnut Street.....	8,000	7,000	15,000
Ann Street.....	7,200	25,000	32,200
South Eighth Street.....	7,000	40,000	47,000
Roseville Avenue.....	4,800	18,000	22,800
North Seventh Street.....	3,000	3,000	6,000
South Market Street.....	8,000	30,000	38,000
Hamburg Place.....	4,900	35,000	39,900
Hawkins Street .....	5,000	31,000	36,000
Morton Street .....	7,000	45,000	52,000
Eighteenth Avenue.....	7,000	40,000	47,000
Monmouth Street.....	6,000	45,000	51,000
Waverly Avenue .....	9,000	25,000	34,000
Miller Street.....	7,000	35,000	42,000
Elizabeth Avenue.....	2,500	2,000	4,500
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
	\$359,100	\$1,114,475	\$1,473,575

**TABLE B**  
**SEATING CAPACITY.**

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Normal and Training—Normal Depart- ment .....	.....	*86	86
Normal and Training—Primary Depart- ment .....	.....	330	330
High.....	†355	†488	843
High Annex.....	.....	†256	256
Burnet Street.....	395	440	835
State Street.....	.....	572	572
James Street.....	.....	162	162
Washington Street.....	427	260	687
Marshall Street.....	.....	292	292
Lawrence Street .....	334	260	594
Commerce Street.....	.....	236	236
Colored .....	.....	198	198
Lafayette Street.....	276	546	822
Newton Street .....	445	462	907
South Tenth Street.....	.....	930	930
Camden Street.....	.....	740	740
Thirteenth Avenue.....	.....	1,005	1,005
Warren Street.....	.....	448	448
Wickliffe Street.....	.....	216	216
Summer Avenue .....	384	344	728
Webster Street.....	272	346	618
" Franklin " .....	.....	462	462
Bloomfield Avenue .....	.....	120	120
Elliot Street .....	.....	464	464
Chestnut Street .....	393	385	778
Oliver Street.....	418	358	776
South Street.....	.....	674	674
Walnut Street.....	.....	384	384
Ann Street .....	.....	480	480
South Eighth Street.....	478	360	838
Roseville Avenue .....	.....	360	360
North Seventh Street.....	.....	328	328
South Market Street.....	230	384	623
Hamburg Place.....	240	600	840
Hawkins Street .....	.....	480	480
Clover Street .....	.....	86	86
Morton Steet .....	354	776	1,130

TABLE B—CONTINUED.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Eighteenth Avenue.....	292	760	1,052
Monmouth Street.....	.....	960	960
Waverly Avenue.....	.....	480	480
Miller Street.....	405	452	857
Elizabeth Avenue .....	.....	112	112
Central Avenue .....	382	404	786
Lock Street.....	.....	236	236
Total .....	5,734	17,895	23,629

\*Females, no males. Not included in grand totals.

†355 in Male Department; 744 in Female Department; total, 1,099. Not included in grand totals.

TABLE C.

## REPAIRS.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra ordinary Repairs.	Whole Amount Expended.
Normal and Training.....	\$227 52	.....	\$484 05
Stone wall.....	.....	\$127 00	.....
Plumbing.....	.....	53 51	.....
Line fence.....	.....	57 78	.....
Painting.....	.....	18 24	.....
High.....	245 69	.....	410 53
Repairing roof.....	.....	10- 84	.....
Painting.....	.....	57 00	.....
High Annex.....	17 04	.....	17 04
Burnet Street.....	111 65	.....	535 20
Repairing roof.....	.....	210 91	.....
Painting.....	.....	66 00	.....
Plumbing.....	.....	97 14	.....
Board ceiling.....	.....	49 50	.....
State Street.....	140 63	.....	221 04
Repairing roof.....	.....	54 41	.....
Painting.....	.....	26 00	.....
Washington Street.....	347 78	.....	476 28
Repairing roof and Leaders.....	.....	36 57	.....
Painting.....	.....	32 00	.....
Mason work.....	.....	59 93	.....
Marshall Street.....	111 67	.....	330 86
Plumbing.....	.....	64 19	.....
Painting.....	.....	120 00	.....
Cleaning vault.....	.....	35 00	.....
Lawrence Street.....	114 55	.....	288 79
New water meter.....	.....	46 80	.....
Repairing roof, gutters and leaders....	.....	127 44	.....
Commerce Street.....	52 81	.....	110 31
Flagging.....	.....	57 50	.....
Colored.....	40 38	.....	67 38
Plumbing.....	.....	27 00	.....
Lafayette Street.....	270 94	.....	711 94
Drinking boxes.....	.....	40 00	.....
Board ceilings.....	.....	122 00	.....
Painting.....	.....	176 00	.....
Plumbing.....	.....	103 00	.....
Newton Street.....	164 81	.....	455 61
Plumbing.....	.....	132 99	.....

TABLE C—CONTINUED.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Gas fitting.....	.....	\$111 81	.....
Board ceiling.....	.....	46 00	.....
South Tenth Street.....	\$241 92	.....	\$798 93
Repairing roof.....	.....	163 03	.....
Board ceiling, fence, etc.....	.....	93 29	.....
Mason work.....	.....	113 49	.....
New fence.....	.....	133 20	.....
Painting.....	.....	54 00	.....
Camden Street.....	106 61	.....	163 88
Flagging.....	.....	57 27	.....
Thirteenth Avenue.....	281 02	.....	609 22
Plumbing, sewer work.....	.....	99 97	.....
New fence.....	.....	83 00	.....
Iron fence.....	.....	81 00	.....
Tinning gutters, etc.....	.....	64 23	.....
Warren Street.....	49 74	.....	448 86
New fence, partitions, board walks, etc.	.....	104 21	.....
Flagging.....	.....	117 60	.....
New meter.....	.....	29 20	.....
Plumbing.....	.....	32 11	.....
Iron work.....	.....	41 00	.....
Book case.....	.....	75 00	.....
Wickliffe Street.....	143 21	.....	358 92
New fence.....	.....	165 71	.....
Painting.....	.....	50 00	.....
Summer Avenue.....	273 28	.....	391 26
Artificial stone floor.....	.....	52 98	.....
Plumbing.....	.....	32 00	.....
New meter.....	.....	33 00	.....
Webster Street.....	148 65	.....	548 65
Plumbing and gas fitting.....	.....	167 00	.....
Painting.....	.....	200 00	.....
New meter.....	.....	33 00	.....
"Franklin".....	105 47	.....	105 47
Bloomfield avenue.....	8 17	.....	8 17
Elliot Street.....	80 73	.....	231 84
Plumbing and tinning.....	.....	151 11	.....
Chestnut Street.....	202 31	.....	227 31
Board ceiling.....	.....	25 00	.....
Oliver Street.....	236 87	.....	457 94
Partition fence.....	.....	65 99	.....
Iron work.....	.....	32 85	.....
Tinning work—leaders, gutters, etc..	.....	61 73	.....
Flagging.....	.....	60 50	.....
South Street.....	156 11	.....	393 45
Painting.....	.....	200 00	.....
Flagging.....	.....	37 34	.....

TABLE C—CONTINUED.

SCHOOL BUILDINGS	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Walnut Street.....	\$140 38	.....	\$659 24
Board ceiling.....	.....	\$83 91	.....
Painting.....	.....	40 00	.....
Alterations .....	.....	175 00	.....
Flagging.....	.....	55 43	.....
Plumbing.....	.....	164 52	.....
Houston Street.....	5 04	.....	5 04
Ann Street.....	121 30	.....	1,170 55
Grading.....	.....	1,049 25	.....
South Eighth Street.....	162 72	.....	291 88
Sewer work.....	.....	39 85	.....
Painting.....	.....	45 00	.....
Flagging.....	.....	44 31	.....
Roseville Avenue.....	82 84	.....	110 84
Flagging.....	.....	28 00	.....
North Seventh Street.....	47 04	.....	177 04
New roof.....	.....	130 00	.....
South Market Street.....	267 57	.....	597 37
Board ceilings.....	.....	77 00	.....
Painting.....	.....	118 00	.....
Repairing and painting roof.....	.....	68 56	.....
Sashes and doors.....	.....	66 24	.....
Hamburg Place.....	132 07	.....	444 07
Stone court floor.....	.....	312 00	.....
Hawkins Street.....	43 31	.....	43 31
Morton Street.....	280 82	.....	459 97
Board ceiling.....	.....	68 00	.....
Kalsomining.....	.....	60 00	.....
Flagging.....	.....	42 15	.....
Eighteenth Avenue.....	283 32	.....	598 33
Flagging.....	.....	203 75	.....
Painting.....	.....	30 00	.....
Mason work.....	.....	81 26	.....
Monmouth Street.....	138 60	.....	138 60
Waverly Avenue.....	65 59	.....	851 51
Grading.....	.....	736 10	.....
Mason work.....	.....	49 82	.....
Miller Street.....	204 87	.....	930 45
New meter.....	.....	41 20	.....
Board ceiling.....	.....	32 00	.....
Painting.....	.....	119 96	.....
Mason Work.....	.....	146 12	.....
Plumbing.....	.....	111 20	.....
Line fence.....	.....	275 10	.....
Elizabeth Avenue.....	42 07	.....	742 82
Painting.....	.....	141 84	.....
New floors, etc.....	.....	232 41	.....

TABLE C—CONTINUED.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra- ordinary Repairs.	Whole Amount Expended.
Mason work.....	.....	\$111 04	.....
Line fence.....	.....	215 46	.....
Central Avenue.....	\$89 01	.....	\$205 01
Kalsomining.....	.....	60 00	.....
Flagging.....	.....	56 00	.....
Lock Street.....	132 29	.....	132 29
Advanced Evening.....	75	.....	75
Lafayette Street Evening.....	4 05	.....	4 05
Webster Street Evening.....	99 44	.....	99 44
South Market Street Evening.....	8 38	.....	8 38
Morton Street Evening.....	8 15	.....	8 15
Evening Drawing.....	83 11	.....	622 23
Gas fitting, painting, etc.....	.....	539 12	.....



TABLE D.  
FURNITURE AND SUPPLIES.

SCHOOL BUILDINGS.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal and Training.....	\$146 05	.....	\$146 05
High.....	54 50	.....	54 50
High Annex.....	4 25	.....	4 25
Burnet Street.....	174 25	.....	583 86
New furniture.....		\$406 80	
Wall slates.....		2 84	
State Street.....	91 54	.....	91 54
James Street.....	5 54	.....	5 54
Washington Street.....	46 17	.....	273 87
New furniture.....		227 70	
Marshall Street.....	22 90	.....	22 90
Lawrence Street.....	38 13	.....	38 13
Commerce Street.....	3 53	.....	3 53
Colored.....	8 55	.....	8 55
Lafayette Street.....	92 20	.....	355 11
New furniture.....		245 70	
Wall slates.....		17 21	
Newton Street.....	188 36	.....	344 65
New furniture.....		145 50	
Wall slates.....		10 79	
South Tenth Street.....	112 67	.....	112 67
Camden Street.....	24 51	.....	24 51
Thirteenth Avenue.....	356 36	.....	1,255 54
New furniture.....		846 00	
Wall slates.....		53 18	
Wickliffe Street Annex.....	12 00	.....	12 00
Warren Street.....	668 26	.....	1,653 75
New furniture.....		924 60	
Wall slates.....		60 89	
Wickliffe Street.....	13 74	.....	13 74
Summer Avenue.....	142 15	.....	142 15
Webster Street.....	47 53	.....	47 53
“Franklin”.....	16 15	.....	16 15
Bloomfield Avenue.....	11 36	.....	11 36
Elliot Street.....	55 42	.....	55 42
Chestnut Street.....	103 76	.....	103 76
Oliver Street.....	66 16	.....	213 43
New furniture.....		142 95	
Wall slates.....		4 92	
South Street.....	63 15	.....	63 15
Walnut Street.....	114 19	.....	137 14
Wall slates.....		22 95	

TABLE D—CONTINUED.

SCHOOL BUILDINGS	Ordinary Repairs.	Furniture and Wall Slates.	Whole Amount Expended.
Houston Street.....	12 47	.....	\$12 47
Ann Street.....	545 11	.....	996 11
New Furniture.....	.....	\$409 30	.....
Wall slates.....	.....	41 70	.....
South Eighth Street.....	86 33	.....	86 33
Roseville Avenue.....	39 86	.....	39 86
North Seventh Street....	18 70	.....	18 70
South Market Street.....	37 36	.....	270 16
New furniture.....	.....	232 80	.....
Hamburg Place.....	24 26	.....	24 26
Hawkins Street.....	17 55	.....	17 55
Morton Street.....	91 58	.....	91 58
Eighteenth Avenue.....	160 00	.....	160 00
Monmouth Street.....	45 00	.....	45 00
Waverly Avenue.....	671 11	.....	1,552 07
New furniture.....	.....	839 05	.....
Wall slates.....	.....	41 91	.....
Miller Street.....	78 95	.....	245 15
New furniture.....	.....	166 20	.....
Elizabeth Avenue.....	71 79	.....	71 79
Central Avenue.....	50 99	.....	50 99
Lock Street.....	4 25	.....	4 25
Advanced Evening.....	15	.....	15
Lafayette Street Evening.....	80	.....	80
Webster Street Evening.....	30	.....	30
South Market Street Evening.....	30	.....	30
Morton Street Evening.....	25	.....	25
Central Avenue Evening.....	15	.....	15
Evening Drawing.....	137 33	.....	137 33
Wickliffe Street Summer.....	63	.....	63
Morton Street Summer.....	50	.....	50

TABLE E.  
HEATING APPARATUS AND FUEL.

SCHOOL BUILDING.	Heating Apparatus.			Fuel.		
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.
Normal and Training.....	\$26 21	\$44 38	\$70 59	41	\$202 60	\$4 00
High.....	22 64		22 64	55	268 00	3 88
High Annex.....	27 42		27 42	12	58 95	3 94
Burnet Street.....	31 12	13 <sup>c</sup> /34	170 46	50	238 00	8 00
State Street.....	11 75	427 43	439 18	43	206 20	3 88
James Street.....			.....	17	83 30	4 00
Washington Street.....	9 64	1,065 57	1,075 21	52½	279 60	.....
Marshall Street.....	30 07		30 07	36	181 25	1 94
Lawrence Street.....	20 49	50 54	71 03	80	392 00	.....
Commerce Street.....	69 40		69 40	30	148 00	.....
Colored .....	4 80		4 80	10	53 00	1 94
Lafayette Street.....	36 20		36 20	79	381 10	.....
Newton Street.....	171 82	83 64	255 46	97	473 15	15 -6
South Tenth Street.....	25 56		25 56	75½	366 15	4 00
Camden Street.....	23 33	37 85	61 18	40	200 00	.....
Thirteenth Avenue.....	19 18	1,736 00	1,755 18	46½	237 92	.....
Wickliffe Street Annex.....	4 50		4 50	14½	66 83	.....

TABLE E—CONTINUED

SCHOOL BUILDING.	Heating Apparatus.			Fuel.		
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Total.
Warren Street.....	\$ 70	.....	\$ 70	43	\$226 28	\$234 28
Wickliffe Street.....	23 27	.....	23 27	16	86 25	88 25
Summer Avenue.....	37 21	.....	37 21	103	488 80	496 67
Webster Street.....	38 96	.....	38 96	51	245 40	249 40
" Franklin ".....	15 44	\$ 58 33	73 77	25	115 00	118 87
Bloomfield Avenue.....	8 62	.....	8 62	10	49 75	53 69
Elliot Street.....	35 86	.....	35 86	50	238 84	238 84
Chestnut Street.....	53 18	112 10	165 28	70	340 00	340 00
Oliver Street.....	39 60	.....	39 60	75	362 60	362 60
South Street.....	31 76	25 70	57 46	61	301 75	305 75
Walnut Street.....	32 41	58 16	90 57	30	146 00	150 00
Houston Street.....	5 49	.....	5 49	...	.....	.....
Ann Street.....	6 40	2,166 59	2,172 99	60	312 00	316 00
South Eighth Street.....	27 17	113 09	140 26	85	403 00	407 00
Roseville Avenue.....	46 96	44 64	91 60	35	168 50	172 50
North Seventh Street.....	28 18	.....	28 18	13	68 05	71 99
South Market Street.....	22 88	41 69	64 57	60	292 00	299 88
Hamburg Place.....	16 39	62 56	78 95	60	288 00	292 00
Hawkins Street.....	90 64	46 95	137 59	45	223 00	227 00



# TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Wall Slaters, Furniture and Repairs.	Total Current Expenses.	Cost of Books for Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	90	\$3,939 37	\$530 21	\$131 80	\$4,792 38	\$75 23	\$4,867 19	86	\$53 25
Training Department.....	207	5,594 40	270 23	995 16	6,830 09	225 68	7,055 77	91	23 00
High.....	601	30,461 92	1,282 20	1,320 03	33,565 14	164 84	33,729 98	1 86	48 57
High Annex.....	144	5,117 94	40 31	1,321 32	6,479 57		6,488 57	34	45 08
Burnet Street Grammar.....	307	7,099 39	346 59	878 63	8,324 61	555 73	8,880 34	1 13	27 12
Burnet Street Primary.....	301	5,120 98	115 73	705 72	5,943 41	416 80	6,360 21	38	19 75
State Street Primary.....	560	7,625 17	226 26	1,168 70	9,020 13	597 84	9,617 97	40	16 11
James Street Industrial.....	159	1,956 08	78 35	534 04	2,568 47		2,568 47	49	16 15
Washington Street Grammar.....	345	7,456 98	458 80	1,072 38	8,988 16	914 00	9,902 16	1 33	26 08
Washington Street Primary.....	235	3,718 33	78 43	595 81	4,392 57	507 77	4,900 34	33	18 60
Marshall Street Primary.....	217	3,796 20	109 71	920 23	4,815 14	219 19	5,034 33	51	22 19
Lawrence Street Grammar.....	274	5,445 60	200 72	870 83	6,607 15	131 12	6,738 27	1 06	24 11
Lawrence Street Primary.....	189	4,513 47	116 41	622 11	5,251 99	93 66	5,345 65	62	27 79
Commerce Street Primary.....	143	2,626 01	33 14	781 82	3,432 99	57 50	3,490 49	16	24 01
Colored.....	162	3,317 04	102 27	470 47	3,988 78	27 00	4,015 78	1 19	24 62
Lafayette Street Grammar.....	245	4,822 25	243 20	1,270 08	5,644 53	219 97	5,864 50	99	23 04
Lafayette Street Primary.....	499	7,929 77	236 41	1,373 63	9,440 11	483 94	9,924 05	47	18 02
Newton Street Grammar.....	450	7,327 18	433 32	1,241 61	9,013 44	312 19	9,325 63	29	20 03
Newton Street Primary.....	397	5,998 98	212 99	866 84	7,078 81	318 54	7,397 35	34	17 81
South Tenth Street Intermediate.....	134	1,614 02	78 56	347 39	2,046 57	104 44	2,151 01	59	14 48
South Tenth Street Primary.....	692	10,753 83	427 75	1,466 95	12,648 53	452 57	13,101 10	62	18 30
Camden Street Primary.....	662	8,270 26	268 26	1,280 73	11,829 04	95 12	11,924 16	42	16 24
Thirteenth Avenue Primary.....	520	8,261 26	719 48	1,775 31	11,756 30	2,983 36	13,749 66	1 38	20 74
Wickliffe Street Annex Primary.....	101	1,534 04	2 76	1,315 31	2,852 11		2,852 11	61	18 54
Warren Street Primary.....	428	2,958 05	230 73	1,315 31	3,662 23	1,384 71	4,993 84	33	18 39
Wickliffe Street Primary.....	243	3,713 86	80 41	1,866 10	4,963 40	215 71	4,799 11		

TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture, Wall Stairs, Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Summer Avenue Grammar.	353	\$7,155.97	\$414.84	1,125.13	569.88	\$64.42	7,725.85	18	\$22.69
Summer Avenue Primary.	333	4,601.36	102.59	843.79	569.66	96.56	5,271.31	31	15.81
Webster Street Grammar.	333	4,433.35	242.01	724.77	5,417.32	200.00	5,617.32	1	16.86
Webster Street Primary.	385	5,685.32	161.10	1,054.76	6,739.00	200.00	6,939.00	12	18.17
" Franklin " Primary.	430	6,265.62	323.83	1,054.16	7,643.61	36.33	7,679.94	57	15.76
Bloomfield Avenue Primary.	361	1,531.84	252.30	709.56	2,543.74	—	2,543.74	22	6.77
Elliot Street Primary.	363	6,021.11	252.30	1,139.22	7,414.63	151.11	7,565.74	69	20.82
Chestnut Street Grammar.	277	6,262.22	195.39	899.39	6,357.01	13.11	6,370.12	2	22.18
Chestnut Street Primary.	302	5,189.10	106.16	783.35	6,078.61	63.48	6,142.09	99	20.62
Oliver Street Grammar.	307	7,781.13	428.20	996.92	8,206.25	23.24	8,229.49	56	26.89
Oliver Street Primary.	286	4,776.49	131.01	666.62	5,569.96	147.50	5,717.46	1	20.47
South Street Grammar.	428	8,034.31	209.84	1,427.61	9,671.76	263.94	9,935.70	49	23.46
Walnut Street Primary.	304	6,016.91	139.68	1,127.27	7,278.92	43.62	7,322.54	43	23.76
Houston Street Primary.	164	704.40	13.13	303.09	2,016.62	599.97	2,616.59	11	16.09
Ann Street Primary.	283	1,246.44	217.44	1,303.81	2,834.69	3,666.84	6,501.53	23	23.01
South Eighth Street Grammar.	376	8,016.11	517.71	1,095.49	9,539.31	145.35	9,684.66	31	25.74
South Eighth Street Primary.	376	4,646.51	127.87	667.49	5,442.86	72.02	5,514.88	1	14.91
Roseville Avenue Primary.	338	4,581.41	176.77	978.58	5,486.76	97.84	5,584.60	38	16.83
North Seventh Street Primary.	316	4,759.34	179.56	724.31	5,654.40	172.02	5,826.42	40	18.46
South Market Street Grammar.	344	4,759.34	266.86	820.37	5,846.57	188.75	6,035.32	1	17.63
South Market Street Primary.	328	4,883.71	146.81	820.37	5,850.89	188.75	6,039.64	1	18.42
Hamburg Place Intermediate.	173	4,933.50	394.39	1,117.43	3,845.49	80.26	3,925.75	248	21.07
Hamburg Place Primary.	773	7,933.32	209.14	1,147.22	9,290.77	294.30	9,585.07	34	12.68
Hawking Street Primary.	647	7,166.50	209.14	1,147.22	8,497.76	40.95	8,538.71	37	13.37
Clover Street Industrial.	304	5,375.12	387.07	778.30	6,540.49	—	6,540.49	36	21.47
Morton Street Grammar.	353	6,841.84	387.07	778.30	7,317.62	101.21	7,418.83	10	21.21
Morton Street Primary.	858	9,841.60	246.27	1,084.92	10,844.82	139.16	10,983.98	130	12.63
Eighteenth Avenue Grammar.	202	5,031.00	207.07	588.79	5,826.86	57.41	5,884.27	1	23.85
Eighteenth Avenue Primary.	734	9,329.79	140.70	1,177.59	11,257.08	1,118.81	12,375.89	19	15.34
Monmouth Street Grammar.	851	11,622.19	368.91	1,464.46	13,449.57	—	13,449.57	43	15.79
Monmouth Street Primary.	368	745.53	368.47	1,346.93	2,454.94	3,843.82	6,298.76	9	16.69

TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Fuel, Repairs, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Miller Street Grammar.....	349	\$6,940 73	1,718 25	\$810 45	6,822 55	1,586 22	1,773 77	18	23 95
Miller Street Primary.....	442	5,775 43	718 26	802 75	6,866 57	1,087 11	7,943 68	40	15 51
Elizabeth Avenue Primary.....	47	381 31	33 52	394 26	809 59	799 88	1,519 95	71	17 23
Central Avenue Grammar.....	292	5,776 89	344 76	679 89	6,761 54	674 88	7,436 46	1 04	23 16
Central Avenue Primary.....	371	5,092 11	143 74	739 84	5,835 83	674 88	6,510 71	39	15 86
Lock Street Primary.....	263	1,696 54	58 33	739 84	3,385 83	1,386 85	4,772 68	46	15 96
Advanced Evening.....	77	1,290 79	82 17	116 75	2,370 05	---	2,370 05	1 24	16 48
Lafayette Street Evening.....	342	2,359 77	82 17	316 19	2,671 13	---	2,671 13	28	7 81
Newton Street Evening.....	370	2,113 67	82 17	316 19	2,671 13	---	2,671 13	30	9 12
Webster Street Evening.....	264	1,868 09	77 86	319 81	2,334 81	---	2,334 81	23	10 88
South Market Street Evening.....	267	2,581 56	77 86	319 81	2,379 19	---	2,379 19	26	8 88
Morton Street Evening.....	375	2,581 82	113 07	261 56	2,954 02	---	2,954 02	32	7 85
Eighteenth Avenue Evening.....	375	1,845 75	85 82	193 58	2,065 35	---	2,065 35	28	9 51
Central Avenue Evening.....	382	1,845 75	37 31	193 58	1,865 36	---	1,865 36	21	9 91
Evening Drawing.....	338	2,117 50	103 31	1,451 98	3,672 82	539 12	4,211 72	32	11 20
Newton Street Summer.....	439	379 13	4 42	11 00	403 55	---	403 55	01	1 88
South Tenth Street Summer.....	394	379 60	8 20	21 00	403 55	---	403 55	01	1 03
Wickliffe Street Summer.....	360	179 50	6 20	12 53	200 33	---	200 33	04	1 00
Webster Street Summer.....	251	200 50	5 03	12 00	218 43	---	218 43	02	87
Oliver Street Summer.....	191	165 50	11 38	9 00	176 38	---	176 38	06	92
Hamburg Place Summer.....	422	361 00	10 38	21 00	392 38	---	392 38	02	93
Morton Street Summer.....	805	674 57	50 05	41 50	766 05	---	766 05	06	95

Annual cost per pupil in Normal and Training School, \$33.25; in High School, \$48.57; in High School Annex, \$45.06; in Grammar Schools, \$24.61; in Intermediate Schools, \$16.20; in Primary Schools, \$17.31; in Industrial Schools, \$16.50; in Colored Schools, \$24.62; in the Day Schools, \$19.04; in the Evening Schools, \$9.51; in the Summer Schools, \$6.94.



TABLE G.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of registered pupils.	Average number of pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 15 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
Normal and Training— Normal Department	1	2	93	93	90	82	10	10	421	5	75	10	1	2	5	5	33	2	104	56	
High— High Annex	9	12	373	431	691	647	10	10	1154	110	460	69	63	92	33	38	356	19	1	58	9
Total in High School.	4	12	186	186	144	129	10	10	1154	4	93	19	16	49	3	3	73	5	---	20	4
GRAMMAR SCHOOLS.	9	16	373	697	835	776	10	10	1640	114	553	88	79	141	41	41	349	24	1	78	13
Burnet Street	1	8	160	203	363	394	10	10	363	17	251	32	23	40	21	21	7	8	2	28	30
Washington Street	1	9	169	224	393	312	10	10	393	18	240	55	38	42	18	17	48	9	2	20	12
Lawrence Street	1	7	146	172	318	247	10	10	318	16	185	48	28	40	13	11	69	7	2	20	8
Lafayette Street	1	6	143	166	369	245	10	10	369	57	112	47	31	62	23	18	34	6	4	19	16
Newton Street	1	7	151	197	545	413	10	10	545	29	312	68	52	77	29	23	15	10	19	16	8
Summer Avenue	1	8	194	220	414	353	10	10	414	17	260	47	33	57	17	17	7	15	10	16	8
Webster Street	1	6	131	159	390	235	10	10	390	50	126	34	32	48	8	8	12	10	16	7	9
Chestnut Street	1	8	147	178	355	277	10	10	355	22	175	61	28	49	12	12	84	8	2	32	10
Oliver Street	1	8	163	212	375	307	10	10	375	22	197	54	37	65	21	21	163	9	2	10	10
South Eighth Street	1	9	238	239	477	394	10	10	477	21	267	67	37	85	9	9	89	6	9	3	3
South Market Street	1	8	154	135	286	244	10	10	286	13	124	68	36	103	17	17	37	8	26	26	26
Morton Street	1	8	195	249	444	353	10	10	444	27	237	48	39	58	17	17	107	6	3	28	28
Seventh Avenue.	1	6	126	133	259	202	10	10	259	7	130	44	24	58	7	7	16	8	3	25	25
Eighteenth Avenue.	1	8	185	210	395	349	10	10	395	6	262	59	22	46	6	6	107	8	25	13	13
Miller Street	1	7	191	181	372	292	10	10	372	8	191	44	42	87	8	5	171	7	7	7	7
Central Avenue.	1	7	191	181	372	292	10	10	372	8	191	44	42	87	8	5	171	7	7	7	7
Total in Grammar Schools.	15	114	2,593	2,978	5,571	4,637	10	10	5,571	310	3,070	772	502	917	230	209	864	114	19	277	234
S. Tenth St. Intermediate.	1	3	81	86	167	134	10	10	167	10	91	24	14	28	10	9	5	3	9	5	20
Hamburg Place	1	3	96	115	211	173	10	10	211	27	90	31	26	37	3	3	10	3	1	7	7
Total in Grammar Grades.	17	120	2,770	3,179	5,949	4,934	10	10	5,949	347	3,251	827	542	982	243	221	879	120	20	293	259

**TABLE G—Continued.**

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female teachers.		No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.																				
PRIMARY SCHOOLS.																								
Normal and Training—																								
Training Department—																								
Burnet Street.	7	11	237	208	445	297	241	10	445	5	161	76	68	135	2	351	2	2	13	8	7	28	30	
State Street.	7	11	234	198	432	301	281	10	432	105	185	65	51	124	8	177	7	7	15	10	8	20	36	
Washington Street.	5	12	169	362	531	235	207	10	531	33	131	52	72	169	7	47	2	2	47	5	5	20	42	
Marshall Street.	5	12	149	271	418	217	189	10	418	6	117	55	28	54	6	70	2	2	62	5	5	20	32	
Lawrence Street.	4	10	127	243	370	189	168	10	370	2	115	35	25	69	7	62	2	2	62	4	4	20	38	
Commerce Street.	4	10	107	113	220	143	120	10	220	91	223	74	44	108	8	165	2	2	62	4	4	20	32	
Lafayette Street.	4	10	355	347	702	499	419	10	702	223	223	108	168	168	8	165	2	2	62	4	4	20	32	
Newton Street.	7	11	280	258	538	397	354	10	538	79	261	79	57	134	5	165	2	2	55	13	13	19	12	
South Tenth Street.	13	13	457	459	916	692	614	10	916	10	414	55	20	217	10	158	2	2	55	13	13	19	12	
Camden Street.	1	1	32	425	457	239	854	10	457	7	440	148	89	170	6	26	2	2	55	13	13	19	12	
Thirteenth Avenue.	1	1	199	127	326	191	155	10	326	4	319	18	76	183	4	26	2	2	64	13	13	19	12	
Wickliffe Street Annex.	4	4	199	127	326	191	155	10	326	4	319	18	76	183	4	26	2	2	64	13	13	19	12	
Wickliffe Street.	9	9	224	173	397	243	207	10	397	18	110	66	38	165	6	115	2	2	64	13	13	19	12	
Summer Avenue.	9	9	199	217	416	333	294	10	416	220	78	42	76	166	6	115	2	2	64	13	13	19	12	
Webster Street.	8	8	199	190	388	284	246	10	388	8	153	72	49	106	6	115	2	2	64	13	13	19	12	
"Franklin".	1	1	295	299	594	430	376	10	594	7	234	107	69	177	7	104	8	7	178	9	9	12	16	
Bloomfield Avenue.	2	2	73	66	139	91	76	10	139	48	28	16	47	104	7	104	8	7	178	9	9	12	16	
Elliot Street.	9	9	237	231	468	363	318	10	468	32	187	88	57	153	5	210	8	7	56	2	2	32	31	
Chestnut Street.	7	7	228	218	446	302	262	10	446	32	187	88	57	153	5	210	8	7	56	2	2	32	31	
Oliver Street.	7	7	210	222	432	286	242	10	432	11	125	89	96	110	11	111	8	11	43	7	7	10	12	
South Street.	1	1	311	324	635	428	355	10	635	8	194	89	96	110	11	111	8	11	119	9	9	10	12	
Walnut Street.	9	9	213	194	407	304	266	10	407	5	173	67	53	109	5	99	5	5	99	8	8	6	30	
Houston Street.	8	8	278	258	516	374	324	10	516	2	176	67	53	109	5	99	5	5	99	8	8	6	30	
South Eighth Street.	7	7	309	250	559	376	324	10	559	2	176	67	53	109	5	99	5	5	99	8	8	6	30	
Seaside Avenue.	7	7	239	220	459	338	293	10	459	8	161	64	94	136	2	300	2	2	43	9	9	17	19	

TABLE G—Continued.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
North Seventh Street.....	7	6	208	238	446	316	270	10	446	5	159	94	47	141	5	4	244	6	6	7	3
South Market Street.....	6	7	237	244	481	328	274	10	476	5	142	93	67	167	2	4	274	6	6	7	3
Hamburg Place.....	11	11	416	451	867	647	563	10	867	56	310	178	92	231	4	4	385	11	11	7	20
Hawkins Street.....	7	7	242	201	443	304	263	10	443	9	155	95	57	133	3	3	283	13	3	26	26
Morton Street.....	13	13	483	500	983	678	567	10	983	8	343	184	122	325	9	9	385	13	3	26	26
Eighteenth Avenue.....	14	14	580	457	1,037	734	640	10	1,037	8	446	144	112	327	8	8	499	14	8	20	28
Monmouth Street.....	16	16	629	555	1,184	855	748	10	1,184	9	502	199	149	325	9	9	499	16	8	17	28
Miller Street.....	8	8	294	248	542	442	379	10	542	18	228	100	69	127	18	1	365	8	1	25	25
Elizabeth Avenue.....	7	7	255	221	476	373	324	10	476	6	238	82	44	106	6	6	310	7	4	7	13
Central Avenue.....	7	7	255	221	476	373	324	10	476	6	238	82	44	106	6	6	310	7	4	7	13
Lock Street.....	4	4	160	139	299	203	174	10	299	3	103	56	31	106	3	3	175	4	1	3	10
Total in Primary Schools.....	6	280	9,667	9,261	18,928	13,732	11,896	10	18,928	508	7,409	3,282	2,361	5,368	202	164	4,758	276	74	539	527
James Street Industrial.....	3	3	152	150	302	159	122	10	302	6	44	48	49	155	1	1	231	3	3	7	2
Clover Street Industrial.....	2	2	80	68	148	103	88	10	148	9	44	29	18	48	1	1	231	3	3	4	1
Total in Primary Grades.....	6	285	9,899	9,479	19,378	13,994	12,106	10	19,378	513	7,497	3,359	2,438	5,571	203	164	4,989	281	74	550	530
Colored School.....	1	3	119	131	250	162	130	10	250	39	56	39	39	77	7	3	709	8	1	7	15
Total in Day Schools.....	34	426	13,161	13,489	26,650	20,015	17,588	10	26,638	1,028	11,437	4,323	3,089	6,773	499	434	6,939	435	96	1,032	873

TABLE G—Continued.

NAME AND GRADE OF SCHOOL...	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attend- ance during year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardy- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.
<b>EVENING SCHOOLS.</b>																					
Advanced Evening.....	4	—	110	18	128	79	61	5	—	—	—	—	—	—	—	—	—	—	—	4	1
Lafayette Street.....	3	8	455	101	556	342	240	5	—	—	—	—	—	—	—	—	—	—	13	4	10
Newton Street.....	3	3	321	122	443	270	221	5	—	—	—	—	—	—	—	—	—	8	1	5	8
Webster Street.....	3	5	247	80	327	204	150	5	—	—	—	—	—	—	—	—	—	7	2	1	3
South Market Street.....	2	5	309	87	396	267	186	5	—	—	—	—	—	—	—	—	—	0	4	2	7
Morton Street.....	4	10	498	124	622	375	265	5	—	—	—	—	—	—	—	—	—	11	1	4	3
Eighteenth Avenue.....	3	—	266	70	336	212	171	5	—	—	—	—	—	—	—	—	—	8	7	7	14
Central Avenue.....	5	—	244	84	328	182	143	8	—	—	—	—	—	—	—	—	—	7	5	4	11
Evening Drawing.....	7	—	671	—	671	398	269	8	—	—	—	—	—	—	—	—	—	10	7	5	2
<b>Total in Evening Schools.....</b>	<b>40</b>	<b>40</b>	<b>3,141</b>	<b>744</b>	<b>3,885</b>	<b>2,279</b>	<b>1,706</b>	<b>5</b>	—	—	—	—	—	—	—	—	—	<b>76</b>	<b>26</b>	<b>39</b>	<b>64</b>

\* In Normal and Training School, Normal Department, over 18, 72. † In High School, over 18, 40. ‡ In Day Schools, over 18, 112.

## RULES.



# RULES

## OF THE

# BOARD OF EDUCATION.

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### ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

### MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness by the Secretary), when requested in writing by five members.

#### DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees and be *ex-officio*, a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

#### DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special



committee, stating the duties assigned and the names of his associates ; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board ; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each ; also, quarterly, of the names of the persons to whom rent is due and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County ; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock ; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.) and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

#### DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction ; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require ; and his compensation shall be as the Board may prescribe. .

## DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION  
AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committee named may require; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

## STANDING COMMITTEES.

10. The Standing Committees for the year shall be as follows :

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, five members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations ; supervise and examine the accounts

of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and re-apportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board for their approval or rejection methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have super-

vision and charge of all ordinary repairs ; shall visit and examine the school houses and report to the Board at the regular meeting in May the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required ; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed

in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the school, but no vote shall be taken upon such recommendation until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies, for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they

may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of the pupils and teachers.


21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including the proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides, to ascertain the number of children of school age in each district who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed

in factories, contrary to law, and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given ; but in other cases no action of a committee shall be binding until reported to and approved by the Board ; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

#### RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows :

1. Calling the Roll.
  2. Reading the Minutes.
  3. Reception of Petitions and Memorials.
  4. Presentation of Bills and Claims.
  5. Reports of Standing Committees.
  6. Reports of Special Committees.
  7. Notices and Resolutions.
- 



8. Unfinished Business.

9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member in speaking shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall

resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate no motion shall be received, except—

To adjourn,  
To lie on the table,  
The previous question,  
To commit,  
To postpone indefinitely,  
To postpone to a time certain,  
To amend,

which motion shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question, shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

#### AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.



REGULATIONS.



# REGULATIONS

FOR THE

## GOVERNMENT OF THE SCHOOLS.

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### I.—SYSTEM AND GRADE.

#### I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows:

Primary,  
Grammar,  
High,  
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

#### PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

#### GRAMMAR SCHOOL.

The Grammar Course shall comprise, in addition to

the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school: but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department: and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### HIGH SCHOOL.

The High School shall comprise a male and female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, bookkeeping, geometry, geology, drawing and such other branches, including Latin, Greek, German and French languages, and the higher mathematics, as the Board shall prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of



any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may, at their discretion, re-admit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistance as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the

same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted, under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

## 2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,  
Evening Schools,  
Industrial Schools,  
Colored Schools.

## INTERMEDIATE SCHOOL.

The intermediate schools shall consist of the primary grades, together with the third and fourth grades

grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

#### EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

#### INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

#### COLORED SCHOOLS.

The colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

## II.—TERMS AND VACATIONS.

### I. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending, respectively, on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

### 2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive, one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the school be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

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## III.—SESSIONS.

### I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive; and there shall be two sessions daily—a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school room near the middle of the session. In the fourth grade of the primary

department, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 a. m., with the usual recess, and an afternoon session from 1.15 to 3.30 p. m.

## 2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

## 3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

## 4. SINGLE SESSIONS.

Upon extremely stormy days the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

## 5. EVENING SCHOOLS.

The evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

#### IV. OPENING AND CLOSING EXERCISES

The morning sessions of the schools shall be opened and the sessions of the evening schools shall be closed with a reading of a portion of the holy scriptures without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

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#### V.—PUPILS.

##### I. ADMISSION.

(a) *Sanitary Condition*.—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school, and the certificate of a physician shall be necessary as to either before enrollment; but where insusceptibility to the vaccine virus shall be claimed or reasonably demonstrated to the satisfaction of the Sanitary Committee, such children may be admitted to school under such provisions and restrictions as the said committee may decide upon in each individual case.

Teachers and pupils residing in a house where infectious or contagious disease exists shall be immediately suspended from school, and readmitted only on a certificate of a physician that all danger of contagion is passed and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personal*.—No pupil shall be admitted into any school or received in any class unless personally clean: nor shall any child notoriously vicious, or having such

previous record in school as warrants his exclusion, be admitted to any school.

## 2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive a written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school in which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

## 3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils except the first grade, where the minimum shall be thirty.

## 4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7.30 p. m.

## 5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

## 6. INSTRUCTION.

(a) *School room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may, in his discretion, order in any school or class.

(b) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade



shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

#### 7. DISCIPLINE.

(a) *Detention*.—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Suspension*.—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

#### 8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

#### 9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose at-

tendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

#### 12. EXAMINATIONS.

(a) *Term*.—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-Books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual*.—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall

be examined in the same manner, and under uniform regulations. The monthly card record shall be combined with the annual examination standing in determining the fitness of the pupil for promotion or graduation. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

### 13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

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## VI.—TEACHERS.

### I. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board, be designated as—

Principals,  
Vice-Principals,  
Head Assistants,  
First Assistants,  
Assistants.

## 2. RELATIONS AND DUTIES.

*Principals.*

(a) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect

the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

#### *Vice-Principals.*

Vice-principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistance of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department,

and conduct and make the reports concerning the same prescribed in the regulations for assistants.

#### *Assistants.*

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

#### 3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

#### 4. ATTENDANCE.

(a) *Hours.*—All teachers shall be in attendance at their stations or class rooms, and prepared for duty, fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register.*—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in

each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission;" the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness*.—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction*.—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

## 5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall

in the proportion of the salary for that period which the number of days of actual service bears to the whole number of school days in said period, and all deductions from salaries on account of absence shall be made at each year.

*d Absence.* Teachers absent on account of sickness whenever such absence does not exceed five days in any one month, shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

*e Forfeiture.* Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

*f Relief.*—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

*g Engagements.*—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

*h Resignations.*—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

## 6. SUBSTITUTES.

*a Appointment.*—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Super-



intendent, who may appoint substitutes to discharge their duties during such absence.

(b) *Pay*.—The pay of substitutes shall be, in the High School: male, \$4.00, and female, \$2.50 per day; in the grammar classes, male, \$3.00 per day; in the grammar and primary classes, females, \$1.50 per day; and in the evening school, \$1.00 per session for both males and females.

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## VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.

Also, a Teachers' Institute shall be held at the same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

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## VIII.—BUILDINGS.

### I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours

mentioned in these regulations, unless by special permission of the Board.

## 2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

## 3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

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# IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

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## GRAMMAR SCHOOL DISTRICTS.

### BURNET STREET.

The Burnet street grammar school district shall be that district embraced within the following boundaries: Commencing at the river, along Rector st., to Broad st.; thence to West Park st.; thence to Halsey st.; thence to Warren st.; thence to High st.; thence to Sussex ave.; thence to Boyden st.; thence to Eighth ave.; thence to Broad st.; thence to Clay st.; thence to the river.

## WASHINGTON STREET.

The Washington street grammar school district shall be that district embraced within the following boundaries: Commencing at Broad st., along Market st.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

## LAWRENCE STREET.

The Lawrence street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence both sides of West Park st. to Halsey st.; thence both sides of Halsey st. to Warren st.; thence to High st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to the river.

## LAFAYETTE STREET.

The Lafayette street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence both sides to the river.

## NEWTON STREET.

*For First and Second Grade Grammar Classes.*

The Newton street grammar school district shall be that district embraced by the following boundaries:

Commencing at High st. along Springfield ave. to city line; thence along city line to South Orange ave.; thence to Littleton ave.; thence to Park st.; thence to High st.; thence to Springfield ave.

*For Third and Fourth Grade Grammar Classes.*

Commencing at High st. along Springfield ave. to Littleton ave.; thence to Park st.; thence to High st.; thence to Springfield ave.

SOUTH TENTH STREET.

*For Third and Fourth Grade Grammar Classes.*

The South Tenth street primary school district shall be that district embraced by the following boundaries: Commencing at Littleton ave., along Springfield ave. to city line; thence to South Orange ave.; thence to Littleton ave.; thence to Springfield ave.

SUMMER AVENUE.

The Summer avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Fourth ave. to Bloomfield ave.; thence to the Canal; thence along the Canal to First ave.; thence to city line; thence along city line to the river.

WEBSTER STREET.

The Webster street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Clay st. to Broad st.; thence to Eighth ave.; thence to Clifton ave.; thence

to M. & E. R. R. ave.; thence to the canal; thence along canal to Bloomfield ave.; thence to Fourth ave.; thence to the river.

#### CHESTNUT STREET.

The Chestnut street grammar school district shall be that district embraced by the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to Wright st.

#### OLIVER STREET.

The Oliver street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along N. J. R. R. ave.; to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Sandford st.; thence to South st.; thence to Avenue G; and thence to city line.

#### SOUTH EIGHTH STREET.

The South Eighth street grammar school district shall be that district embraced by the following boundaries: From city line along South Orange ave.; to Littleton ave.; thence to Bank st.; thence to Morris ave.; thence to New st.; thence to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to the Morris Canal; thence along the canal to First ave.; thence to the city line; and thence along city line to South Orange avenue.

## SOUTH MARKET STREET.

The South Market street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Jackson st.; not including said street, to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L.; thence to Hamburg Place; thence to the bay; thence along the bay and river to Jackson st.

## HAMBURG PLACE.

The Hamburg place grammar school district shall be that district embraced by the following boundaries: Commencing at Jackson st., along the N. & N. Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L.; thence to Hamburg Place; thence to the bay; thence along the bay to the southern city line; thence along the city line to Avenue G; thence to South st.; thence to Sandford st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence not including said street to N. & N. Y. R. R.

## MORTON STREET.

The Morton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st., along Waverly place to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to High st.; thence to Waverly place.

## EIGHTEENTH AVENUE.

The Eighteenth avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along Chadwick ave. to Avon ave.; thence to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to the city line.

## MILLER STREET.

The Miller street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along N. J. R. R. ave.; to Wright st.; thence to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; thence to city line; thence along city line to N. J. R. R. ave.

## CENTRAL AVENUE.

The Central avenue grammar school district shall be that district embraced by the following boundaries: Commencing at High st.; along Bank st. to Morris ave.; thence to New st.; thence to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to Clifton ave.; thence to Eighth ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to Bank st.

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 PRIMARY SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street primary school district shall be

that district embraced within the following boundaries: Commencing at the river along Bridge st. to Broad st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to New st.; thence to Broad st.; thence to Rector st.; thence to the river.

#### STATE STREET.

The State street primary school district shall be that district embraced within the following boundaries: Commencing at the river, both sides of Bridge st. to Broad st.; thence both sides to M. & E. R. R. ave.; thence both sides to Clifton ave.; thence both sides to Seventh ave.; thence both sides to Belleville ave.; thence both sides to Clay st.; thence both sides to the river.

#### NORMAL AND TRAINING.

##### *Training Department.*

The primary school district of the Training Department of the Normal and Training School shall be comprised within the following boundaries: From Washington st., along Market st. to Springfield ave.; thence to High st.; thence to William st.; thence to Springfield ave.; thence to Howard st.; thence to Bank st.; thence to High st.; thence to New st.; thence to Plane st.; thence to the Morris canal; thence to Washington st.; thence to Market st.

#### WASHINGTON STREET.

The Washington street primary school district shall be embraced within the following boundaries: Com-



mencing at Broad st., along Market st. to Springfield ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

#### LAWRENCE STREET.

The Lawrence street primary school district shall be that district embraced within the following boundaries: Commencing at Rector st., from the river to Broad st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave., and thence to the river.

#### LAFAYETTE STREET.

The Lafayette street primary school district shall be that district embraced within the following boundaries: From the river, along N. J. R. R. ave., to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence both sides of Jackson st. to the river.

#### NEWTON STREET.

The Newton street primary school district shall be that district comprised within the following boundaries: From Springfield ave., along Howard st. to South Orange ave.; thence to Hunterdon st.; thence to Springfield ave.; and thence to Howard st.

## SOUTH TENTH STREET.

The South Tenth street primary school district shall be that district comprised within the following boundaries: From the city line along South Orange ave. to South Seventh st.; thence to Springfield ave.; and thence south to city line.

## CAMDEN STREET.

The Camden street primary school district shall be that district embraced within the following boundaries: Commencing at Springfield ave., along South Seventh st., to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to Hunterdon st.; thence to Springfield ave.; thence to South Seventh st.

## THIRTEENTH AVENUE.

The Thirteenth avenue primary school district shall be that district embraced within the following boundaries: From South Orange ave. along Howard st. to Bank st.; thence to Hunterdon st.; thence to South Orange ave.; and thence to Howard st.

## WARREN STREET.

The Warren street primary school district shall be that district embraced within the following boundaries: From High st.; along Bank st.; to Fairmount ave.; thence to Warren st.; thence to Second st.; thence to New st.; thence to High st.; and thence to Bank st.

## SUMMER AVENUE.

The Summer avenue primary school district shall

be that district embraced within the following boundaries: Commencing at the river along Fourth ave.; to Summer avenue; thence, not including Summer ave., to Kearny st.; thence, not including said street to Garside st.; thence to Third ave.; thence to Bloomfield ave.; thence to the Morris Canal; thence along the canal to Abington ave.; and thence to the river.

#### WEBSTER STREET.

The Webster street primary school district shall be that district embraced within the following boundaries: Commencing at the river along Clay st. to Broad st., not including said streets; thence to Belleville ave., not including said avenue; thence to Seventh ave., not including said avenue; thence to Clifton ave.; thence, including both sides of said avenue, to Sixth ave.; thence to Stone st.; thence to Crane st.; thence, including both sides of said street, to Summer ave.; thence, including both sides of said avenue, to Fifth ave.; thence, not including said avenue, to Bloomfield ave.; thence, not including said avenue, to Summer ave.; thence, not including said avenue, to Fourth ave.; and thence to the river.

#### FRANKLIN.

The Franklin primary school district shall be that district embraced within the following boundaries: From junction of Bloomfield ave. and Aqueduct st., along Third ave. to Garside st.; thence to Kearny st.; thence, including both sides of said street, to Summer ave.; thence, including both sides of said avenue, to Bloomfield ave.; thence, along both sides of Bloomfield ave., to Fifth ave.; thence, including both sides of said

avenue, to Summer ave.; thence, not including said avenue, to Crane st.; thence, not including said street, to Stone st.; thence to Sixth ave.; thence to Clifton ave.; thence, not including said avenue, to M. & E. R. R. ave.; thence to Aqueduct st.; and thence to Bloomfield ave.

#### ELLIOT STREET.

The Elliot street primary school district shall be that district embraced within the following boundaries: From the river, along Abington ave. to the Morris Canal; thence to the old Bloomfield road; thence to city line; and thence along city line to the river.

#### CHESTNUT STREET.

The Chestnut street primary school district shall be that district embraced within the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak Alley; thence to East Fair st.; thence to N. J. R. R. ave.; and thence to Wright st.

#### OLIVER STREET.

The Oliver street primary school district shall be that district comprised within the following boundaries: From N. J. R. R. ave., along Walnut st. to McWhorter st.; thence to Garden st.; thence to Pacific st.; thence to Nichols st.; thence to Jefferson st.; thence to Malvern st.; thence to Pacific st.; thence to

Johnson st.; thence to N. J. R. R. ave.; and thence to Walnut st.

#### SOUTH STREET.

The South street primary school district shall be that district comprised within the following boundaries: From city line, along N. J. R. R. ave. to Johnson street; thence to Pacific st.; thence to Malvern st.; thence to Sandford st.; thence to Avenue G; and thence to the city line.

#### WALNUT STREET.

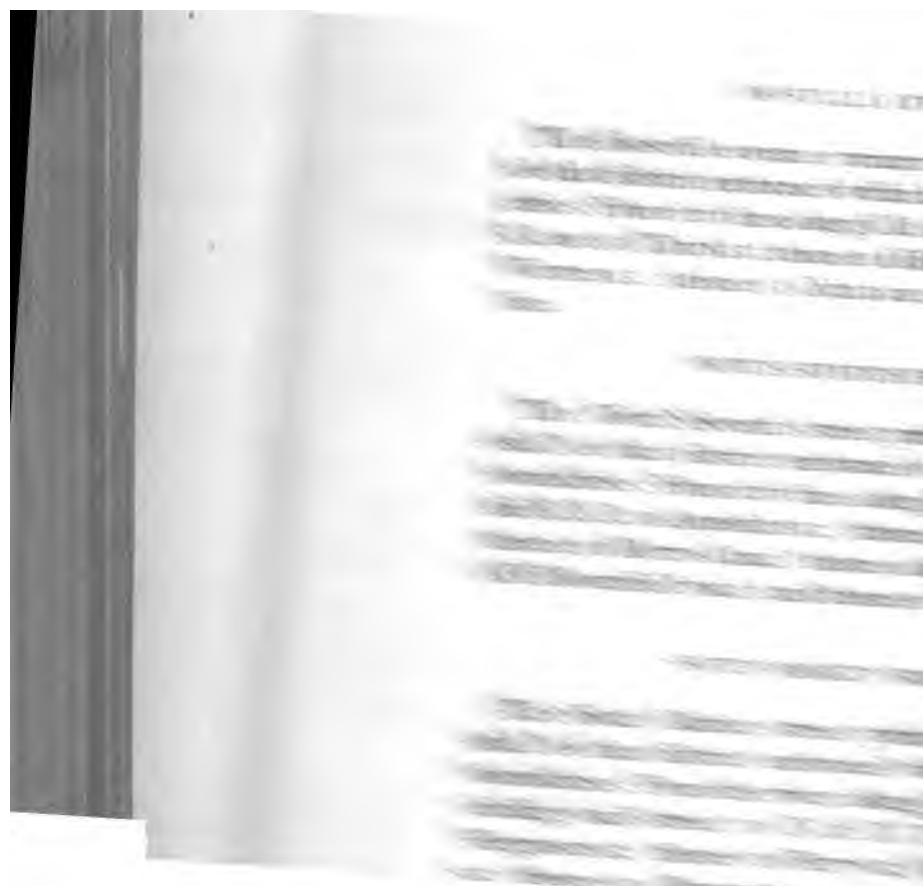
The Walnut street primary school district shall be that district embraced within the following boundaries: From N. J. R. R. ave. along Elm st. to Sandford st.; thence to Malvern st.; thence to Jefferson st.; thence to Nichols st.; thence to Pacific st.; thence to Garden st.; thence to McWhorter st.; thence to Walnut st.; thence to N. J. R. R. ave.; and thence to Elm st.

#### ANN STREET.

The Ann street primary school district shall be that district embraced within the following boundaries: Commencing at city line along Avenue G to Sandford st.; thence to Elm st.; thence to Lang st.; thence to Hamburg Place; and thence to Newark Bay.

#### SOUTH EIGHTH STREET.

The South Eighth street primary school district shall be that district embraced within the following boundaries: From the city line along Ninth ave. to



#### HAMBURG PLACE.

Hamburg place primary school district shall be district embraced within the following bound-

From Jackson st., along N. & N. Y. R. R., to son st.; thence to Ferry st.; thence to Niagara; thence to Margaretta st.; thence to Avenue L.; thence to Hamburg place; thence to Lang st.; thence to 11 st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st., and thence, not including said street, to N. & N. Y. R. R.

#### HAWKINS STREET.

Hawkins street primary school shall be that district comprised within the following boundaries: the river, along Read st., to Market st.; thence to Moore st.; thence to Ferry st.; thence to Main st.; thence to Komorn st.; thence to N. & N. Y. R. R., and thence to the bay.

#### MORTON STREET.

Morton street primary school district shall be district embraced within the following bound-

From Charlton st., along Springfield ave., to Main st.; thence to High st.; thence to West Kent., not including said street; thence to Charlton and thence to Springfield ave.

#### EIGHTEENTH AVENUE.

Eighteenth avenue primary school district shall be district comprised within the following bound-

Commencing at Sayre st., along Springfield ave.,

to Charlton st.; thence to West Kinney st.; thence to Prince st.; thence to Stratford place; thence to Avon ave.; thence to Peshine ave.; thence to Lillie st.; thence to West Kinney st.; thence to Sayre st.; and thence to Springfield ave.

#### MONMOUTH STREET.

The Monmouth street primary school district shall be that district comprised within the following boundaries: From Prince st., along both sides of West Kinney st., to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Stratford place; thence to Prince st.; and thence to West Kinney st.

#### WAVERLY AVENUE.

The Waverly avenue primary school district shall be the district comprised within the following boundaries: Commencing at city line, along Springfield ave., to Sayre st.; thence to West Kinney st.; thence to Lillie st.; thence to Peshine ave.; thence to Avon ave.; thence to Chadwick ave.; and thence to city line.

#### MILLER STREET.

The Miller street primary school district shall be that district comprised within the following boundaries: From the city line, along N. J. R. R. ave., to Wright st.; thence to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; and thence to city line.



## CENTRAL AVENUE.

The Central avenue primary school district shall be that district embraced within the following boundaries: From High st., along New st., to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to New st.

## X. MISCELLANEOUS.

## I. CONSTRUCTION.

In the construction of these regulations, the word "teacher" in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

## 2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

## 3. AMENDMENTS.

These regulations may be amended at a regular meeting on one month's notice in writing given at a

regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations, under appropriate titles and subdivisions.

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## INDEX TO REGULATIONS.

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